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## Preface

The aim of the **4<sup>th</sup> International e-Conference on Studies in Humanities and Social Sciences (4IeCSHSS)** was to bring together scholars, administrators and students from different countries, and to discuss theoretical and practical issues in different areas of Humanities and Social Sciences. The e-Conference was organized as a kind of a *multi-disciplinary forum* which provided the appropriate opportunities for *inter-disciplinary communications*.

The areas of study covered by the e-Conference were the following: Philosophy, Anthropology, Psychology, Science of Education, History, Linguistics, Arts, Sociology, Political Science, Law, and Economics.

The e-Conference was organized in cooperation with the COAS Partner Institutions: South-West University “Neofit Rilski”, Faculty of Philosophy, Blagoevgrad, BULGARIA, and University of Ruse “Angel Kanchev”, Faculty of Business and Management, Ruse, BULGARIA.

The e-Conference was organized exclusively as an online conference, and the English was the only language of the conference.

Two phases of the e-Conference realization was applied.

The first phase was realized as the **e-Pre-Conference Discussion** (from 20 to 23 December 2019), and this phase was followed by the posting at the COAS website different textual forms sent by the e-Conference participants, such as discussions, analyses, critics, comments, suggestions, proposals, etc., regarding exposed abstracts.

The second phase was the **e-Conference Discussion**, and it was realized at the e-Conference day (24 December 2019), from 00 to 24 (GMT+01:00). This discussion was realized in the same way as the e-Pre-Conference discussion, regarding the full texts exposed at the COAS website.

All submitted abstracts/full texts went through two reviewing processes: (1) double-blind (at least two reviewers), and (2) non-blind (two members of the Scientific Committee). Thus, final decision for the presenting and publishing depended of these two kinds of reviews, in order to be accepted for presentation at the conference and to be published in the e-Conference Proceedings.

The Conference Proceedings will be submitted for indexing in different international databases.

Finally, we would like to thanks to all participants of the e-Conference, as well as to all reviewers and editors, for their efforts, which enable that the e-Conference was productive experience.

We are looking forward to the **5<sup>th</sup> International e-Conference on Studies in Humanities and Social Sciences (5IeCSHSS)** that will be held on 28 June 2020, using the same online model. We hope that it will be an interesting and enjoying at least as the previous e-Conference.

Scientific Committee



## Persons with Autism and Dyslexia in the Tertiary Education: The Targeted Individual Structured Integrated Intervention Program (TISIPfS-A/D)

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### *Abstract*

**Introduction:** The Europe's legal framework is full of predictions about the right treatment of people with disabilities as the autism by the state services in all the levels of education. In the present study, it is examining the tertiary education through the pedagogical tool as the Targeted, Individual, Structured, Integrated intervention Program for the students with autism and Dyslexia (TISIPfS-A/D). **Methods:** In the methodology, it is used the study of bibliographic texts for the disability of autism and for the specific learning difficulties as the dyslexia. Also, it is integrated the action research through the pedagogical tool as the TISIPfS-A/D with the case study to a student 28 years old with autism from the Agricultural University of Athens (AUA). The same person, in the primary education he had been diagnosed with dyslexia and in the fifth year of AUA courses, he has took a diagnosis as Asperger from Aigenetion hospital. The survey lasted for four years (2012-2016). The central hypothesis in all the corpus of this work research is the question of student: - Is it better for my future the diagnosis of autism or the diagnosis of dyslexia, trying to give some security answer points? **Results:** The nature of the reflection from this action research through the pedagogical tool as the TISIPfS-A/D was positive. Because first of all helped the student to understand the differences between the dyslexia and autism into the everyday behavior with others, but and the same self. However, the protected environment was occasional because the University did not developed enough supporting services for the employment transition as a graduate. **Implications:** The example of AUA could be a good practice of special education in tertiary level for the people who suffer from autism.

**Keywords:** autism, tertiary education, action research, TISIPfS-A/D.

### 1. Introduction

The European legal framework is full of predictions about the right treatment of people with disabilities as the autism by the state services in all levels of education. This article presents the first comprehensive study of the Persons with autism and dyslexia in the tertiary education. The Targeted, Individual, Structured, Integrated Intervention Program of Special education and Training (SET) created according the Greek inclusive education system launched nationwide in 2008. The Salamanca Statement and the UN Convention on the Rights of Persons with Disabilities (CRPD) (United Nation: UN, 2006) introduced a new vision for the education of persons with special needs in primary, secondary and higher education. The Salamanca Statement became the

baseline for the acknowledgement of a more inclusive philosophy of education in all the levels and for all the life for the Persons with autism and dyslexia. An inclusive education model grounded in social theory for these the Targeted, Individual, Structured, Integrated Intervention Program of Special education and Training (TISIPfSET) emphasizes an individual student's strengths in the university and rejects earlier medical/deficit models. The pedagogical tool as the TISIPfSET (Drossinou, 2017) (Drossinou Korea & Periferakis, 2018) suggests changes in the social environment as a primary goal and challenges the notion that the problem lies within the individual with special educational needs, thus challenging the earlier special education model that was primarily based on the medical approach (UNESCO: United Nations Educational, Scientific and Cultural Organization, 2001). Changes in the social environment of persons with autism, as well as perceptual changes in the majority of the population's understandings and attitudes towards people with the dyslexia – are seen as critical factors in promoting inclusion in the university. Also, forms of inclusive education policy for the higher education and implementation differ from country to country and cover a wide range of models. Hence, inclusive tertiary education practices and action plans in different Universities vary despite the common underlying conventions and statements. Questions related to divergent definitions, University policies and practices in all the European systems are discussed in many studies (Florian, 2014); but there not enough space for the discussion for the students with autism and dyslexia and “What they do in the tertiary education?”

This question approaches to inclusion that can be divided into six steps of the pedagogical tool as the Targeted, Individual, Structured, Integrated intervention Program for the students with autism and Dyslexia (TISIPfS-A/D) on the basis of implementation strategies in the higher education (EASPD: European Association of Service Providers for Persons with Disabilities, 2011).

Targeted (T- ISIPfS-A/D) is one-track approach, where University policy and practice facilitate the process of full inclusion of students with autism and Dyslexia, regardless of their abilities and where the different types of services are provided. “The Targeted” and the quality of higher education should be discussed simultaneously, because both of them influence the development of society in all its diversity (EADSNE: European Agency for Development in Special Needs, 2009). The European Commission recommends using the following indicators for quality education: (a) information on attainment levels, educational success and transition, and (b) monitoring of education and educational resources and structures (Smith, Shevlin, Buchner, Biewer, Flynn, Latimier, Šiška, Toboso-Martín, Rodríguez Díaz & Ferreira, 2014). In Greece, the Targeted, in the inclusive University education was declared as one of the priorities of educational reform in 2008, and since then it has remained a compulsory component of the state policy. Inclusive education has been made binding on academic institutions and Universities at the general education level and at the level of secondary vocational education by the corresponding laws and orders. It is important to mention that the launch of the Targeted, inclusive University education was initially supported by different Universities with the active involvement of non-governmental organizations and parents of persons with special educational needs, and this influenced the development of the inclusive education model (CIPPA: Coordination Internationale de Psychothérapeutes, Psychanalystes et membres associés s'occupent de personnes Autistes, 2019).

Individual (T- I - SIPfS-A/D), with a multi-track approach, where students are placed in different systems, from full inclusion to special education, according to their individual needs and strengths and where a variety of services are embedded in existing systems of SET. As reported by different experts and parents of children with special needs in interviews and articles (Drabble, 2013) there are many obstacles to the effective application of the inclusive university education model and the provision of quality education. The most commonly discussed obstacles are the lack of specialists and funds, and sometimes negative attitudes toward diversity. Parents would refrain

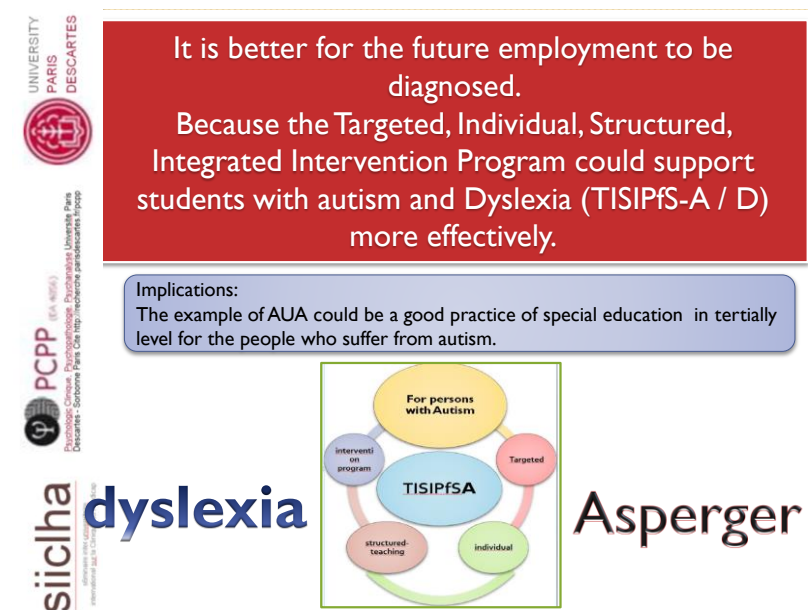
from showing their children with autism publicly as it was considered a shame to have such a child. These attitudes have changed in a positive direction; however, negative views are still prevalent (Wright, 2006). Furthermore, a research-based analysis is still needed in order to plan an effective strategy for the higher education inclusion. An initial assessment of the efficacy of the university policy and practice related to inclusive education would encourage and facilitate the strategy planning process. To this extent, the findings of this study may serve as the basis for future discussions on the achievements of the inclusive tertiary education model currently practiced in AUA (Drossinou Korea, Kalamari, Kaldi & Romana, 2017; Drossinou, 2006), as well as in other countries and communities with a similar background. Claire Synodinou focused her attention on psychoanalytic practice and worked in Paris in psychiatric hospitals and Paul Brousse oncology hospital, Villejuif, in the treatment of psychosomatic patients. She is a psychoanalyst, a member of the International Psychoanalytic Society, the Psychoanalytic Society of Paris and psychologist of the Psychosomatic Institute of Paris. He taught at the Paris VII University and since 1994 in the Department of Psychology of the Panteion University as a substitute professor of Psychopathology and Therapeutic Methods. She had been describing autistic students in Paris. In her mind had in her thought that genetics maybe is more than ever present in the clinical picture of the disadvantage. The spectacular progress of genetics creates hope, embarrassment and anxiety. Re-reading the cases of children with autism described in the 1980s, today, forty years later, the belief that many genetic abnormalities are responsible for neurodevelopmental disorders such as autism is confirmed.

Structured (TI- S - IPfS-A/D), referred with a two-track approach. Persons with dyslexia who arrived in the Universities from the mainstream education and the Person with autism from the special education and Training (SET). Until 2000, the University education system in Greece was mainly based on the model of separate schools and curricula according to abilities and needs (Meijer, 2003). The students with mild forms of learning disabilities were required to attend special schools arrived in the Universities and more of them were excluded from the mainstream education system (UNICEF: United Nations Children's Fund, 2007). The introduction of the model of "Structured", at a general education level completely changed the situation. The same can be said about vocational education, but not for the higher education (Wright, 2006). Persons with special needs used to have limited opportunities in choosing their future professions because the most of the vocational colleges and Universities do not provided training for them. However, in 2010, students from Agricultural University of Athens (AUA) with special educational needs started to appear on the labor market in Greece as graduated agronomists (Drossinou Korea, 2015). They had been supported since 2002 with the Targeted, Individual, Structured, Integrated Intervention Program of Special education and Training (TISIPfSET).

Integrated intervention (TIS - I- PfS-A/D), it is synonymous with the inclusion and what it is meaning for the persons with autism and for the persons with dyslexia in the University system and the provision of an inclusive teaching model. This is not a smooth and fast process: new regulations need to be introduced and developed at the level of both policy and practice, and necessary changes need to be undertaken for further refinement of the model through the assessment of the efficacy of the activities already being implemented. According to Norwich (2007), three dilemmas need to be resolved in order to ensure the efficiency of inclusive education. The first is the exactly identification of persons with autism and for the dyslexia, the second is the curriculum, how to teach this as it has be described in the TISIPfSEN. The third is the placement, where to teach them, in aula, in laboratory and what's the suitable faculty University schools. These dilemmas can be discussed at the level of individual University policy as well as practice. The Inclusion should not be equated with integration, nor should it be understood as a mere supplement to the existing University school structure; instead, it should be seen as a process of change within a society, environment and Universities which need to consider and value diversity

to a greater degree (EADSNE: European Agency for Development in Special Needs Education, 2010).

Figure 1. TISIPfS-A/D



The Program for the students with autism (TISI- PfS-A) has referred to a range of neuro-psychological conditions and has the knowledge about autism and the current understanding of this challenging condition. The word “autism” comes from the Greek word “autos”, which means “self” (Drossinou Korea & Bakogianni, 2018) (Drossinou Korea, 2017). It describes conditions in which a person is removed from social interaction. In other words, he becomes an “isolated self”. Eugen Bleuler, a Swiss psychiatrist, was the first person to use the term. He started using it around 1911 to refer to one group of symptoms related to schizophrenia (Drossinou Korea & Bakogianni, 2018). The pedagogical tool as the Program for the students with autism (TISI- PfS-A) has studied the history about the autism and do not take a position on the schizophrenia (Drossinou Korea, Kalamari & Bakoyanni, 2019). Because from the 1940s, when the researchers in the United States began to use “autism” to describe children with emotional or social problems this word was unknown for the specialist as the teachers. So, Leo Kanner, a doctor from Johns Hopkins University, used it to explain the behavior of several children he studied who acted withdrawn behavior of several children he studied. At about the same time, Hans Asperger, a scientist in Germany, identified a similar condition that’s now called Asperger’s syndrome.

However, autism and schizophrenia remained linked in many researchers’ minds until the 1960s. It was only then that medical professionals began to have a separate understanding of autism in children. In this period the medical model of disabilities was in the top of interesting to give a solution in many children who were in the special schools. So, from the 1960s through the 1970s, research into treatments for autism focused on medications such as LSD, electric shock, and behavioral change techniques. The latter relied on pain and punishment. During the 1980s and 1990s, the role of behavioral therapy and the use of highly controlled learning environments emerged as the primary treatments for many forms of autism and related conditions. The special education and training change the frame of the interventions. Currently, the cornerstones of autism therapy are behavioral therapy and language therapy. Other treatments are added as needed of people. The pedagogical tool as the Program for the students with autism (TISI- PfS-A) has been created after a forty years teaching children, adolescents and adults.



It is noted that at the beginning of the interventions in the early eighties, we were ignorant in Greece exactly what is happening to people with autism. In fact, deaf schools did not allow teachers to use the word autism. It was not until 2000 that new educational legislation was introduced for the first time in educational history, the category of students with autism for which the state had to provide special education services and care.

The Program for the students with Dyslexia (TISI- PfS-D) adapt thought the two types of cause, one related to language processing and another to visual processing (Campbell, 2009). Because it is considered a cognitive disorder, not a problem with intelligence. However, emotional problems often arise in the second level. Some published definitions are purely descriptive and usually cover a variety of reading skills and deficits, and difficulties (Dyslexia research information: BDA definition of dyslexia, 2018). The National Institute of Neurological Disorders and Stroke definition describes dyslexia as “difficulty with phonological processing as the manipulation of sounds, spelling, and or rapid visual-verbal responding”. The British Dyslexia Association (Snowling, 2013) definition describes dyslexia as “a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling” and is characterized by “difficulties in phonological awareness, verbal memory and verbal processing speed” (Phillips, Kelly & Symes, 2013). The American Psychiatric Publishing (2013) referred for the dyslexia as the “Specific learning disorders”. There is some variability in the definition of dyslexia, however, define it simply as an inability to read in the context of normal intelligence, and distinguish between developmental dyslexia as known as a learning disorder and acquired dyslexia when the persons loss of the ability to read caused by brain damage. The manual of medical diagnosis ICD 10, used in much of the world, includes separate diagnoses for “developmental dyslexia” and for “dyslexia and alexia” the manual of psychiatric diagnosis DSM 5, used in the United States. It does not specifically define dyslexia, justifying this decision by stating that “the many definitions of dyslexia and dyscalculia meant those terms would not be useful as disorder names or in the diagnostic criteria” (Elliot & Grigorenko, 2014; Ellis, 2014). Instead the Dyslexia related with the specific developmental disorders (F80–F83, 315).

The program for the students with Dyslexia (TISI- PfS-D) knows the theories of the etiology of dyslexia have not be viewed as competing, but as attempting to explain the underlying causes of a similar set of symptoms from a variety of research perspectives and background. Between them for the intervention with the pedagogical tool “Program for the students with Dyslexia (TISI- PfS-D)” it is underlined the cerebellar theory of dyslexia. According this asserts that the cause of dyslexia is an abnormality in the cerebellum (a region in the back of the brain), which in turn cause disruption in normal development, which causes issues with motor control, balance, working memory, attention, automatization, and ultimately, reading. This theory was initially proposed by Harold Levinson and Jan Frank in 1973 and further developed by Levinson. Angela Fawcett and Rod Nicolson later proposed that the cerebellum contributes to motor control during the articulation of speech, and that articulation problems can contribute to the phonological processing deficits that can cause dyslexia (Fawcett & Nicolson, 2014). They also reasoned that the cerebellum contributes to the automatisisation of learned behaviors, which may include learning the grapheme-phoneme relationships when reading text (Phillips, Kelly & Symes, 2013). The quality and severity of the many symptoms characterizing each dyslexic was reasoned to depend on the diverse cerebral cortical and other brain processors receiving scrambled signals due to a cerebellar dysfunction and related vestibular neurophysiological signs. The pedagogical tool “Program for the students with Dyslexia (TISI- PfS-D)” it is postulated that the cerebellum coordinate in time and space all signals as the visual, auditory, tactile, proprioceptive, motion which are entering as the stimulus and leaving the brain as well as signal interconnections. Another useful knowledge about the “Program for the students with Dyslexia (TISI- PfS-D)” is also, the theory about the evolutionary hypothesis which it has only been in the last hundred years that reading a visual form of speech has been promoted as a major form of communication, and subsequently a lack of time for reading behaviors to evolve. In many societies around the world

the majority of the population do not use the visual notation of speech as a form of communication and do not use reading skills, and therefore have no dyslexia. The “Program for the students with Dyslexia (TISI- PfS-D)” underlines also, the Magnocellular theory because it attempts to unify the Cerebellar Theory, the Phonological Theory, the Rapid Auditory Processing Theory, and the Visual Theory. So, the magnocellular dysfunction is not only restricted to the visual pathways but also includes auditory and tactile modalities.

The naming speed deficit and double deficit theories, as the speed with which an individual can engage in the rapid automatized naming of familiar objects or letters is a strong predictor of dyslexia it is underlined in the implication of the “Program for the students with Dyslexia (TISI- PfS-D)”. A deficit in naming speed is hypothesized to represent a deficit that is separate from phonological processing deficit. Porpodas identified four types of readers: readers with no deficits, readers with phonological processing deficit, readers with naming speed deficit, and readers with double deficit (that is, problems both with phonological processing and naming speed). Students with double deficits are most likely to have some sort of severe reading impairment. Distinguishing among these deficits has important implications for instructional intervention (TI - S - I- PfS-D). If students with double deficits receive instruction only in phonological processing, they are only receiving part of what they need. The perceptual visual-noise exclusion hypothesis also, is implicated with the pedagogical tool “Program for the students with Dyslexia (TISI- PfS-D)” because the concept of a perceptual noise exclusion deficit note the impaired filtering of behaviorally irrelevant visual information in dyslexia or visual-noise.

In Greece, Porpodas (2006) has supported the phonological deficit theory which proposes that people with dyslexia have a specific sound manipulation impairment, which affects their auditory memory, word recall, and sound association skills when processing speech. It is noted that the phonological theory explains a reading impairment when using an alphabetic writing system which requires learning the grapheme/phoneme correspondence, the relationship between the graphic letter symbols and speech sounds which they represent. The “Program for the students with Dyslexia (TISI- PfS-D)” underlines also, the rapid auditory processing theory is an alternative to the phonological deficit theory, which specifies that the primary deficit lies in the perception of short or rapidly varying sounds. The rapid auditory processing theory is an alternative to the phonological deficit theory, which specifies that the primary deficit lies in the perception of short or rapidly varying sounds. Support for this theory arises from evidence that people with dyslexia show poor performance on a number of auditory tasks, including frequency discrimination and temporal order judgment. So, the visual theory represents a traditional perspective of dyslexia, as being the result of a visual impairment creating problems when processing information from letters and words from a written text. The visual theory does not deny the possibility of alternative causes of dyslexia.

This article reports a study in which we analyze data to identify the categories for the disability of autism and for the dyslexia with bibliographic texts under the question Which is better for the individual and the future employment, when the Person belongs in the diagnosis of Autistic Spectrum Disorder (ASD) or the diagnosis of specific learning difficulties (SpLDs) as the dyslexia? Thus, in the context of the Targeted, Individual, Structured, Integrated Intervention Program, we aim to review the tertiary education as the current trends and challenges for the Persons with autism and the persons with dyslexia. For the purposes of comparison, we reviewed the records we held during individual sessions in support of specific learning difficulties from every week for eight years from 2003 to 2011 with emphasis on autism and dyslexia.

## 2. Methodology

The study was conducted using a qualitative data collection method. Individual, in-depth interviews and discussion were undertaken using the tertiary special education and training in the Agricultural University. The reason for this study was the problem for the future employment which it is put by a 28-year-old student who wondered if the diagnosis of autism would help him better for future employment as an agronomist or should he remain in the diagnosis of dyslexia he had certified at the age of 8 years.

The methodologies utilized participatory observation of behavior in people with dyslexia and in people with autism. Also even used the interventions on them in the context of individual support with emphasis on the case study with the Targeted, Individual, Structured, Integrated Intervention Program. These tools were selected for the following reasons: - The first is that statements and questions are universally supported for education and can determine the existence and effectiveness of an inclusive education model. - The second study of the parts that comprise special education and training (SET) development through the National Legislation and Normative Acts, the Inclusive Education Practice; and the Pathway to Inclusive Higher Education (IHE). The IHE has included implications and statements of all stages of education from pre-school to post-compulsory education, with respect to the inclusive education model. We used, also the instrument to conduct structured interviews with 40 students with specific learning difficulties who have certificated with dyslexia with average 25.8 years old, 10 inclusive education experts from the diagnostically centers. The task team also included 10 parents of the students with dyslexia and two representatives of parent's organizations which they have involved in the development and promotion of the inclusive education model from 2002. The interviews lasted from an hour and a half to two hours.

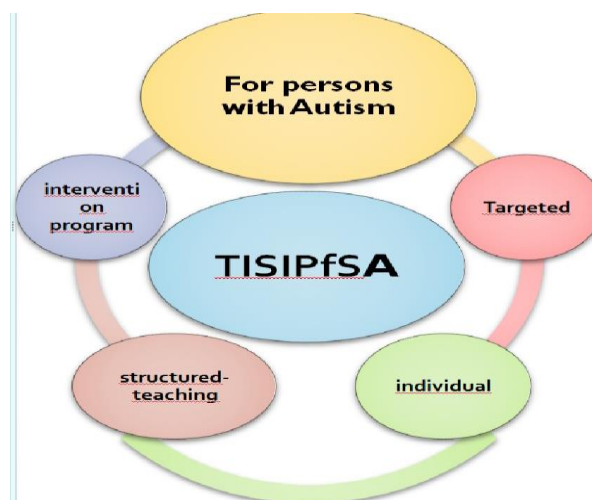
Self-observations: I am concerned with what I could answer in order to avoid the dangers of a scientific and misleading slip that would ignore the mental needs of the young man.

My student, an unemployed agronomist today, 25.8 years old, often he was asking me if he did well who received the diagnosis of autism and would be better for him and his future with the diagnosis of dyslexia.

It is difficult to support the employment and the single mother who care him, from the processes of subjectification of this reality.

He is currently being monitored by the University Psychiatric Hospital as an outpatient patient and continues to ask me to take care of him.

Figure 1. TISIPfSA



### 3. Results

The Pathway to Inclusion in the employment through the (TISIPfS-A/D) considers the process of the implementation of inclusive education in several domains: policy, practice and future development at various levels of education from pre-school education through life-long learning. To facilitate the understanding of the study results, they will be presented on the basis of the following themes: public policies, practice, teachers and, finally, trends and challenges.

Table 1. Public policies for the education and training to students with dyslexia and/or autism

There are <u>positive</u> elements from the diagnosis of:	
Dyslexia	Asperser
Recognition and certification at an early age, just 7 years old, with specific dyslexic reading difficulties.	Recognition and certification in old age, just 25 years.
Parents decided to do speech therapy three times a week.	He learned about what autism is and what exactly Asperger means.
Experts asked for all, oral examination in school lessons.	He learned to recognize the difficulties in his behavior with others.
Parents rewarded this opinion because they could study without the obstacles of written examinations.	He learned to manage his communication when his father abandoned them.
He was admitted to the University as a candidate with special educational needs.	He learned to talk to those who thought he was his friends.
Until the fifth year of university he was always verbally examined.	He was exempt from compulsory military obligations under Greek law.

The education system in the Greek Universities is regulated by a body of laws on general, vocational and higher education and by relevant normative documents which include the National Curriculum and strategic development plans for the education system and vocational education. The existing legislation does not ensure the right to inclusive education at all stages of the education system for the persons with autism and, or dyslexia. For effective implementation of the inclusive education model, necessary amendments were made only to the Law on General Education (Parliament of Greece, 2018) and the National Curriculums. On the basis of the Law on General Education, inclusive education is defined as the involvement of all the people from the early childhood with special needs in the process of general education together with their peers. The education laws which regulates the content of general education, defines who is a student with special educational needs and what type of support should be used to facilitate and support their education at the level of general education as the upper secondary education.

In the case study of students with dyslexia from Agricultural University has implicit that any student who in comparison to his peers has difficulties in learning and needs modification and, or adaptation of the Academic Curriculum and, or teaching based on an individual educational plan as the Targeted, Individual, Structured, Integrated Intervention Program because he is considered as being a student with special educational needs. This category includes students with physical disabilities, sensory difficulties (hearing and vision), intellectual disabilities, autism, behavior and emotional disturbances, speech and language disorders, students who need long periods of hospitalization, those who have difficulties with learning due to social factors such as poverty, and those who cannot readily access the Curriculum.

The Convention on the Rights of Persons with Disabilities, enhancing the compliance of the legislative basis for the implementation of inclusive education, was ratified in 2012 (Parliament of Greece, 30 June 2012) but the process of harmonization is still at the initial stage. With it the publication the rights and dignity of people with disabilities will have a significant contribution for all the citizens. It should be stressed that the legislation envisages a free and inclusive education system at all levels of general education, not merely at the elementary level,

and one which provides equal access for all children to regular schools as well as to vocational education and training (VET) centers, irrespective of their abilities. The availability of free textbooks is also a supporting factor.

According to the law, a parent must be an active participant in the decision-making process concerning the placement in a special or state school of University and the TISIPfS-A/D for the students as the upper secondary level. Also, according to the Law on General Education, children should be enrolled in public Universities close to their place of residence. In addition, a special normative act that requires adaptation of the physical environment in public spaces, including Universities premises. However, there are no special norms regulating the dimensions of classrooms to enable the special arrangement of space to meet individual needs, or regulating the number of students in the classroom.

The legislation does not oblige Universities to ensure the adaptation of the physical environment, thus leaving unaddressed a wide range of challenges relating to accommodation that might include provision of an adapted bathroom, special lifts, classroom dimensions, lighting or appropriate acoustics. According to the normative documents, students with special educational needs should be taught on the basis of their TISIPfS-A/D, which requires relevant academic accommodation and adaptation.

The assessment standards and tools measuring the achievements of students with special educational needs as they who have certificate as persons with autism or and dyslexia in the universities are defined by the general educational Laws for the tertiary, which supports the development of inclusive education. However, there is still no regulation that defines the requirements for attestation at the level of general academic education, opportunities for receiving vocational education and many other important issues. The laws on higher and vocational education are not discriminative as such. According to these laws, everyone shall enjoy equal rights and opportunities of enrolment and education, but they do not provide exact terms that would ensure equal access to persons with special educational needs as the Persons with autism and dyslexia in the tertiary education by using the Targeted, Individual, Structured, Integrated Intervention Program. The most serious obstacle to the further development of inclusive education is a lack of policy regarding the provision of a transition way to monitoring employment system. As a result, the data are collected, but not in a coordinated way.

Table 2. Practice

There are <u>negative</u> elements from the diagnosis of:	
Dyslexia	Asperser
The non-timely identification and authentication of elements belonging to the autism spectrum disorders	The retarded recognition and certification has created confusion for young himself and his family
All expert scientists and teachers have focused on reading difficulties while they had limited results from the therapeutic interventions.	Parents were anxious and used verbal aggression, one to other for the responsibility.
Parents were complacent because dyslexia is accepted in family culture.	Parents after the diagnosis called him crazy and referred to all of the mother or father family.
Parents were not worried about professional orientation and the future employment.	Mother announced that she would leave her son alone and go abroad for work.
Parents assumed that because their son has dyslexia, he will be also more easily to have employment.	The father went to his village and became an alcoholic.
The environment did not assess deficits in behavior and attributed them to the neurological background of dyslexia	In the psychiatric hospital, they gave a medication for ADHD, which he refused to receive.

Parents when he was dyslexic called him stupid.	He was intimidated by members of staff at the University who dismissed him from any future employment in the library.
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The practices has been based on the analysis of each week sessions according the Targeted, Individual, Structured, Integrated intervention Program for the students with Special educational needs (TISIPfSEN) for four years (2012-2016) and are trying to give some points. The central hypothesis in all the corpus of this work research the question of student: -It is better for the future of employment the diagnosis of autism or the diagnosis of dyslexia? So, first of all, it can be argued that the Agricultural University's inclusive education model has been established as a priority and aimed at providing equal access and a non-segregated environment to all students, as those who have been diagnosed with dyslexia and those who have been certified with autism. After the education reform of 2008, the compulsory education of people with special educational needs and/or disabilities has had a significant impact on higher education. After that, slowly and with safety the AUA began to welcome more students with dyslexia or autism and to support them in a friendly way with TISIPfSEN. The problem has been raised ten years after the legislation focuses on the safety of diagnoses as were the case for a student who began the University studies with a diagnosis as a student with dyslexia and who graduated from AUA with autism. The problem has been raised ten years after the legislation on the safety of diagnoses of SEN. In the case study underline for the student who began the University studies with a diagnosis as a student with dyslexia and who graduated from AUA with autism. The student was diagnosed at the age of eight and while he was in elementary school from the Mental Health Center, he was suffering from developmental dyslexia. For this reason, he has attended weekly speech therapy sessions three times a week for a long time for more than ten years continually. Also, in the fifth and sixth grades of primary school, he was supported by lessons from the special education integration department.

According to the 2013 data, 47 students with special educational needs are registered in AUA beginning the record from 2002, when and only 16 were educated with the pedagogical tool TISIPfS-Dyslexia with a specialized profile as this known as specific learning difficulties (SLDs). These figures reflect a positive trend for the persons with autism and dyslexia in the tertiary education relative to 2002, when 10 students with special needs were enrolled in university studies with a specialized profile as the dyslexia and the others had general special needs into which were the autism. It is noted that the first student who has arrived from the secondary education to beginning the AUA with diagnosis autism was the 2014. However, it should be stressed that the number of students with disabilities and/or special educational needs varies at different stages and levels of education system. Unfortunately, as already stated, no accurate statistical data are available for the employment of persons with dyslexia or and autism. The data on persons with dyslexia or and autism are collected by different administrative units and at different levels, as instructed by the relevant ministries, but there is no unified database for the employment, which not only complicates qualitative analysis, but also provides inaccurate quantitative indicators. In particular, there are no accurate data on how many students with special educational needs have disability status or how they are distributed across the different university stages. So, at a glance, one may be under the impression that the persons with autism and dyslexia in Greece provides fully inclusive in the tertiary education system. However, as we will demonstrate from our sessions data, this is not the case in our case study because the TISIPfS-Dyslexia and/or Autism does not used from the others universities and there are not define their annual performance targets, instruction, assessment tools and adaptive technologies. In fact, because of insufficient human resources, that is, the lack of special education teachers and psychologists for the persons with autism and dyslexia in the tertiary education, only a limited number of students are educated with the TISIPfS-D/A. Also, the poor availability of adaptive technologies is also a problem in the public universities, although these are usually available and used with a specialized profile as the students with eyes problems. From the academic year 2018-2019, the AUA where students with special educational needs are registered have a special

education teacher and a psychologist, but this is not sufficient for the situation as the autism. The Students with Autistic Spectrum Disorders are not often provided with the necessary help and services. As for the teaching of augmentative and alternative forms of communication and orientation, this type of service is an innovation even for the university. Often the students with ASD with special educational needs are solely the responsibility of a special teacher in primary and secondary education. A special teacher, who should facilitate the process of full inclusion according to the law in a specially equipped room at a mainstream educational system. This approach, however, does not correspond to the notion of full inclusion in the Universities. The nature of the reflection from this action research through the pedagogical tool as the Targeted, Individual, Structured, Integrated intervention Program for the students with autism and Dyslexia (TISIPfS-A/D) was positive. Because first of all helped the student to understand the differences between the dyslexia and autism in every day behavior with others and the same self. However, the protected environment was occasional because the University did not developed enough supporting services for the employment transition as a graduate.

#### 4. Discussion – Conclusions

On the whole, inclusive education for the persons with autism and dyslexia in the tertiary education is an important part of the Greek education system. The changes have been gradually introduced into inclusive education-related legislation, which is an ongoing process. In 2000 by the law 2817, an amendment was made to the Law 1566/1985 on General Education, and in 2008, steps were taken amendments to the Law on Vocational Education according the Salamanca Statement, and the EU Convention on the Rights of Persons with Disabilities. So, the Ministry of Education launched the inclusive education model at the vocational secondary education level. Then, the idea of inclusive education at the higher education level is still a disputed and contentious topic.

The example of AUA could be a good practice of special education in tertiary level for the people who suffer from autism. According to Drabble (2013), inclusive university education in a long-term perspective eliminates prejudices among peers and creates the strong basis for an inclusive universal society, because daily social contact narrows the gap between students with special educational needs as the persons with autism and or dyslexia and their typically developing peers. The meaning of autism or and dyslexia has undergone important changes regarding the education of persons, but according to our study results, there is still a huge gap between legislation and practice on the one hand and, on the other, a full understanding of the philosophy of inclusion at all levels of education. It is underlined that the word “autism” has been put in the Greek legislation only the 2000. So, after twenty years and through economic crisis the term “inclusion” means all the students with special needs who could be facilitated in the entering in the Universities and not those who are particularly talented, or those with good intellectual resources but with learning disabilities. The free access to general inclusive education gives peers an opportunity to grow up together irrespective of their abilities and to value each other.

The instrument TISIPfS-A/D for the persons with dyslexia and or autism revealed that changes in important fields of practical implementation are required for the further development of inclusive education in Universities. First of all, it is necessary to develop the inclusive education monitoring system to contribute to timely identification of problems and enable decision makers to provide a step-by-step development scheme. Secondly, a systemic approach to data collection and dissemination is also vitally important. Data on children with disabilities should be regularly collected and maintained in a coordinated manner, which requires:

- (1) Co-ordinated work by several agencies;
- (2) Development of clear requirements for data collection (for example, establishing which statistical data are needed, and in what form);
- (3) Development of a well-structured system for information maintenance and dissemination.

The Ministry of Education and the Ministry of Labor, Health and Social Welfare should co-operate in the development of a unified system for data collection and maintenance for the employment.

The third problem is related to the practical implementation of inclusive education. The lack of human resources, non-usage of T and problems with students' involvement in the decision-making process regarding an employment's education objectives make up the current picture of inclusive education at the University. Research undertaken in European countries (Wright, 2006). Reports gaps between legislation and practice: legislation requires a higher level of inclusive education than can be observed in practice (Goransson et al., 2011; Smith et al., 2014).

Fourth, a relevant legislative framework should be further developed to provide systemic implementation of the intended inclusive education model at the higher and vocational levels of education. This will enhance the responsibility of institutions to provide education for an individual with special educational needs and/or disabilities.

In conclusion, the university legislation can be qualified as partially supportive of inclusive education, with some effective, but mostly insufficient practices and slow progress in the development of essential and effective inclusive education. While important changes were introduced to the Law on General Education, and the UN Convention on the Rights of Persons with Disabilities was ratified by the Parliament, the practical implementation at the individual level of each person with autism or and dyslexia is nevertheless inhibited by different barriers as the lack of special teachers and psychologists, problems who they involvement in the university education, lack of knowledge regarding alternative and augmentative communication strategies. However, taking into account that the process started only twenty years ago, the tertiary education shows a positive trend toward significant change in the field of employment educating persons with special needs. The future studies will reveal whether this positive trend continues in the Greek universities. Finally, in the conclusion the prospect of contributions from ethics, sociology, anthropology, medicine, genetics, clinical psychology, psychopathology, psychoanalysis and, of course, special education and training are essentials because the scientifically values identify many aspects of the life of modern man. Final, the professionals need to understand the complexity of life to respect privacy and to recognize unpredictable collective consequences.

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## Migrant Workers from the Perspective of the Israeli Welfare State

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### *Abstract*

The phenomenon of work migration and of the entry of foreign workers into the local labor market is explained as a part of the development of a global capitalist economy that creates inequality between countries with surplus capital and countries with surplus working hands. It is also possible to see this as a gap between core countries and peripheral countries and the relationships of the dependence of the latter on the former. Another possible way to examine this is through the mechanisms of social and economic welfare that exist in these countries that absorb migrant workers and that create a comfortable social infrastructure for the absorption of migrant workers and family members who are interested in ensuring for themselves a better future. In the peripheral countries, there are excess labor forces, which in practice are used to fill gaps in manpower in the economies of the core countries. Lacking sources of income, whether due to shortages or war, many residents of peripheral countries are forced to migrate to developed countries, the majority of which have, to some degree or another, mechanisms of a welfare state and which have developed the demand for unskilled workers who do not hesitate to take on any job. While the Palestinian workers worked in the areas of Israel on a daily basis and returned to their place of residence, the massive absorption of the migrant workers from distant countries led to the formation of foreign communities in the large cities and the agricultural communities in Israel. The steadily increasing process of the friction between the citizens of the state and the migrant workers, alongside the steadily increasing competition for work places, increased the social disputes between the low classes and the migrant workers. The process of the reduction of the number of migrant workers was only partially successful following the continual infiltration of illegal foreign workers and the entry of asylum seekers from Africa. From the moment that the government made the decision to deport migrant workers, the rights of migrant workers worsened. The maltreatment of the migrant workers by their employers worsened because of the workers' constant fear of deportation. Simultaneously, the migrant workers found themselves suddenly stranded in a foreign country without any possibility of approaching the government authorities in cases of the violation of their basic rights.

**Keywords:** migrant workers, employers, Israel studies.

## 1. Introduction

The phenomenon of work migration and of the entry of foreign workers into the local labor market is explained as a part of the development of a global capitalist economy that creates inequality between countries with surplus capital and countries with surplus working hands. It is also possible to see this as a gap between core countries and peripheral countries and the relationships of the dependence of the latter on the former. Another possible way to examine this is through the mechanisms of social and economic welfare that exist in these countries that absorb migrant workers and that create a comfortable social infrastructure for the absorption of migrant workers and family members who are interested in ensuring for themselves a better future.

In the peripheral countries, there are excess labor forces, which in practice are used to fill gaps in manpower in the economies of the core countries. Lacking sources of income, whether due to shortages or war, many residents of peripheral countries are forced to migrate to developed countries, the majority of which have, to some degree or another, mechanisms of a welfare state and which have developed the demand for unskilled workers who do not hesitate to take on any job.

The accelerated development of infrastructures and the increase of the agricultural production and the expansion of the service businesses and professions have increased the demand for a labor force, especially workers who are skilled in the technological, management, business, and service professions. In parallel, the constant rise in the standard of living and the “bourgeoisification” of the existing labor force led to a reduction in the birthrate and a decline in the pace of renewal of the labor force in the core countries. Simultaneously, the class of workers strengthened because of the activity of the professional unions<sup>1</sup>.

The entirety of these processes led to increasing demand both for skilled workers on a regular basis and for unskilled workers, some of whom were required to work in seasonal and temporary jobs such as infrastructure development, construction, agriculture, services and industry. The financial companies, which aspired to increase their profits, and the professional unions, which aspired to protect the social rights they achieved for the domestic workers, joined together to segment the labor market into a “primary” market, of workers who enjoy extra conditions, and a “secondary” market, which offers inferior work conditions. The primary market was preserved for the domestic skilled workers, while the secondary market was allocated to the foreign workers<sup>2</sup>.

If we go to characterize the type of jobs intended for foreign workers, then we find that they have a very low prestige, primarily since they entail physical difficulties, are characterized by an uncomfortable work environment, with poor safety conditions, at a low salary, with few opportunities for occupational mobility and lacking social rights. In addition, the foreign workers are the first to be fired, and often they are employed under conditions of shameful exploitation.

In the State of Israel, the employment of workers who are not the citizens of the State began after the Six Day War, with the entrance of the Arabs from the territories into the Israeli labor market. Until the year 1992, the workers from foreign countries were a marginal factor in the Israeli economy.

There are many differences between foreign workers whose origin is the territories of Judea, Samaria, and Gaza and the migrant worker from a foreign country, when the main one is that while the center of life of the Palestinian Arab was his place of residence (the village or city he came from and he returned to at the end of the work day), the migrant worker who came from a

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<sup>1</sup> Y. Shanel, *Foreign workers in South Tel Aviv-Yaffo* (Jerusalem: Floersheimer Institute for Policy Research, 1999), 10.

<sup>2</sup> P. Knox & J. Agnew, *The geography of the world economy* (London: Edward Arnold, 1989)

foreign country in essence had shifted the center of his life (and in certain cases also his family) to the territory of the State of Israel. This fact created the constraint of providing social services to the migrant worker and his family members.

The increase of terrorism and the policy of the imposition of closures, as a result of security constraints, limited the duration of entry of the Arabs from the territories into the areas of Israel. Consequently, the government of Israel decided in the year 1993 to allow the entry of foreign workers as a temporary solution for the shortage in manpower – primarily in the industries of construction and agriculture. The government permitted the bringing in of foreign workers under administrative processes, which in retrospect turned out to be deficient. The government saw the recruitment of foreign workers to be a step with economic significance only for the short term, but not a government action in which the involved state has the responsibility to assure the living conditions and social rights of the foreign workers<sup>3</sup>.

The phenomenon of the integration of the foreign workers in the Israeli economy created a difficult moral and ethical problem: a decent society is a society that does not humiliate those who depend on it. Since the issue is human dignity and it is forbidden to humiliate any person, then a differentiation should not be made between a person who is a member of the society and a person who depends on the society although he is not a member of it<sup>4</sup>. The policy of the deportation of the migrant workers, which was decided upon on June 16, 1997, reflects a lack of willingness on the part of the State of Israel to deal with the challenges posed by the phenomenon of foreign workers to the Israeli welfare state. However, this policy has implications on the situation of the foreign workers in Israel: the constant threat to the foreign workers prevents them from standing up for their rights, turning to the government authorities, and organizing<sup>5</sup>. In parallel, the government does not act effectively against employers, manpower companies, and other parties of interest in the Israeli economy. As a result, the government facilitates the continuation of the exploitation of the foreign workers, more than once in complete contradiction to the convention that the country has signed<sup>6</sup>.

The formative ethos of the Jewish people is the period of slavery of the children of Israel in Egypt, which transformed the tribes of Israel into a crystallized historical nation. However, we are seeing a reality in which the migrant worker has become like the serf of his employer.

At the start of the 21<sup>st</sup> century, the issue of the attitude of the State of Israel towards the migrant workers was brought before the Israeli supreme Court, which in the year 2006 determined unanimously that the arrangement that the government had determined for the employment of migrant workers is unconstitutional. Therefore, the government was required to formulate regarding the migrant workers a new arrangement for employment that would prevent the harm to the social rights of the migrant workers in Israel<sup>7</sup>.

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<sup>3</sup> H. Fisher, Foreign workers – A picture of the situation, a formal framework, and a Government policy, in R. Natanson & L. Achdut (Editors), *The new workers – Workers from foreign countries in Israel* (Tel Aviv: HaKibbutz Hameuchad 1999), 13, 14-16.

<sup>4</sup> A. Margalit, The decent society and the question of citizenship, *Interior – The fund for professional advancement* (February 1999), Number 8.

<sup>5</sup> E. Fishbein, Defenders of the labor law have become hunters of foreigners, *Haaretz Newspaper*, 10/99, A-1, A-10.

<sup>6</sup> Y. Shanel, *Foreign workers in South Tel Aviv-Yaffo* (Jerusalem: Floersheimer Institute for Policy Research, 1999), 55-56.

<sup>7</sup> High Court 4542/02, “Line for the Worker” Association and others v. the Government of Israel [unpublished], decision from March 30, 2006.

## 2. Rationale of the employment of foreign workers

### 2.1 *Labor market in Israel*

In a capitalist economy, the salary paid to the worker is determined through two factors: the supply of work and the demand for work. In principle, the supply and demand curves are different from one work sector to another, but the basic principle remains the same: the point of encounter between the supply curve and the demand curve – the point of equilibrium – represents the salary that will be paid to the workers.

In industrialized countries the cost of labor is expensive. The high salary paid in these countries is an achievement for the modern welfare state. This is an achievement that derives from the respect for the social human rights of the people concerned with the work in those countries<sup>8</sup>. The respect of the social human rights is expressed in two ways. The first is the respect for the human rights concerning labor that obligates giving workers just and fair wages and work conditions, which cannot be less than the basic standards determined in the labor codex of the International Labor Organization. The second is the respect for the organizational human rights concerning labor, which enable the organization of the workers in professional unions and the holding of collective negotiations<sup>9</sup>.

In contrast, in the developing countries the cost of labor is cheap. The low salary derives from the lack of respect of the social human rights concerning labor. Consequently, the workers earn less than the basic standards obligated by the social human rights concerning labor and they are also prevented from organizing and thus attempting to improve their work conditions through collective negotiations.

The process of globalization, which mainly involves the free movement of capital and production between countries, has not passed over the labor market. We see the prominent mobility of workers between the different countries<sup>10</sup>. The process of globalization creates new dictates for the workers and for the employers. The local employers are forced to compete on the one hand with the cheap import and on the other hand with other manufacturers around the world that compete with them over the same export markets.

The possibilities on the agenda are innovation in the development of products, the move of the factory to a foreign country where the cost of labor is cheap, or the bringing in of migrant workers. When talking about local employers who engage in the construction and services industries, the moment that the pattern of the employment of migrant workers is decided upon and the moment that a certain employer in the industry imports workers from foreign countries, the competitors are forced also to employ migrant workers since otherwise they cannot compete. Therefore, it is possible to see that the foreign workers enter the economy in different industries, and in some of the industries there is a high percentage of foreign workers and in others there are none at all<sup>11</sup>.

The employment of foreign workers is easier in the professions that do not require a higher education or complicated training. Following political and social considerations, in the

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<sup>8</sup> R. Ben-Yisrael, *Labor laws – Volume 1* (Tel Aviv: The Open University, 2002), 223.

<sup>9</sup> R. Ben-Yisrael, *Labor laws – Volume 1* (Tel Aviv: The Open University, 2002), 223.

<sup>10</sup> R. Kalinov, The contribution of migration for the purpose of work to the economic growth of the origin countries of the workers, in R. Natanson & L. Achdut (Editors), *The new workers – Workers from foreign countries in Israel* (Tel Aviv: HaKibbutz HaMeuchad, 1999), 226, 227.

<sup>11</sup> Guest lecture of the migration economist Barry Chiswick, at Tel-Aviv University in the year 2002. From the website: <http://www.bdidut.com/il/work3.htm>.



professions employing local people of an established socio-economic character the employment of migrant workers will not be welcomed.

In Israel, the employment of foreign workers (the Arabs from the territories and later migrant workers) was in the past perceived as a solution with a temporary character (which in the meantime perpetuated itself) for the problem of the shortage of manpower at a certain level of salary and work conditions. This solution brings economic benefit in the short term, both to the employers and to the economy. In a situation close to full employment, the availability of a flexible supply of workers moderates the salary costs and the pressures of prices and enables economic growth. The disadvantages are expressed in the intermediate and long term – the cost of the employment of migrant workers, beyond the direct costs, does not fall on the single employer but on society at large and the economy. Therefore, a conflict is created between the particular interests of the employers and the interest of overall society, as a result of the load that is added to the welfare systems of the country<sup>12</sup>.

The entrance of migrant workers into the Israeli labor market moderated the cost of labor and the cost of the products and services in industries where it is customary to employ migrant workers. The foreign labor even prevents shocks in these industries. Conversely, the possibility of the employment of migrant workers increases the gap between the salary of skilled workers and that of unskilled workers. The employment of migrant workers harms the employment potential of unskilled Israeli workers and reduces the incentive to increase efficiency and to develop technologically and even perpetuates the lack of efficiency in the labor-intensive industries<sup>13</sup>.

Regarding the long-term implications, there is the risk of the formation of poor neighborhoods and neglected housing and of the creation of a population that lacks equal opportunities and does not enjoy the full range of social services that the modern welfare state has to offer but is still a social class that uses basic social services such as health, education, and welfare and thus in essence places a further burden on the already weak classes. The addition of hundreds of thousands of people places a strain on infrastructures, especially at the municipal level<sup>14</sup>. This load on the municipal infrastructures is a further burden on the ongoing lives of the residents of the disadvantaged neighborhoods in which migrant workers find places of residence.

## 2.2 *Employment of migrant workers in Israel*

The massive employment of migrant workers in Israel began in the middle of the year 1994 as a solution to the pressures of employers in the industries of construction and agriculture. The process began without the planning and the setting of a comprehensive policy but as an immediate response to a shortage of working hands<sup>15</sup>. The quotas of workers and their periods of stay in Israel were always subject to the government decisions. The government all the time made sure to declare that it strongly opposed the employment of migrant workers in Israel and that its

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<sup>12</sup> H. Fisher, Foreign workers – A picture of the situation, a formal framework, and a Government policy, in R. Natanson & L. Achdut (Editors), *The new workers – Workers from foreign countries in Israel* (Tel Aviv: HaKibbutz Hameuchad 1999), 13, 14-15.

<sup>13</sup> *Ibid.*

<sup>14</sup> Y. Shanel, *Foreign workers in South Tel Aviv-Yaffo* (Jerusalem: Floersheimer Institute for Policy Research, 1999), 19.

<sup>15</sup> H. Fisher, Foreign workers – A picture of the situation, a formal framework, and a government policy”, in R. Natanson & L. Achdut (Editors), *The new workers – Workers from foreign countries in Israel* (Tel Aviv: HaKibbutz Hameuchad 1999), 13, 33.

decisions were just a temporary solution<sup>16</sup>. It can be hypothesized that as long as the shortage of local and unskilled manpower willing to work for a low wage continues the demand for migrant workers will continue to exist.

On the part of the migrant workers, Israel is perceived as a desirable destination country, where there is the demand for working hands and a salary that is many times higher than in their countries of origin<sup>17</sup>. When it became known in the countries that export workers that in Israel there was now a demand for foreign workers, because of the need to replace the Palestinian workers, the pressure was created on the population to migrate to Israel. This pressure increased following the worsening situations in the immigration policy of other developed countries that in the past had absorbed foreign workers<sup>18</sup>.

The entry of the migrant workers in Israel was directed primarily to the fields of construction, agriculture, and nursing care. In this way, people with “white collar” positions and the employees who worked at organized workplaces were not harmed by the entrance of the foreign workers, who were employed in positions that require “low skills”. Ostensibly, this situation harmed only the local workers who engaged in the same professions that were opened to competition with the foreign workers. The entrance of migrant workers into the Israeli market led to a decline in the average wage in these occupations, and consequently also the employers began to profit more.

Some of the Israelis who support the deportation of migrant workers do not espouse this action for reasons of revenge against the foreign workers for taking the workplaces from Israeli workers but because of the harm to other areas of life caused to many population classes in Israel<sup>19</sup>. The situation of the low classes has greatly worsened in recent years because of the continuous decline in the real salary, the incentive to employ migrant workers, and the forced insertion of the migrant workers into the residential neighborhoods with a low socioeconomic background where there already lives a relatively weak local population. This situation in essence results in harm to all the classes of the population: the laws of work morality deteriorate, the unemployment increases, the crime increases due to the channeling of police resources to the handling of foreign workers, the pressure on the welfare services of the state steadily increases, and the social and economic gap steadily becomes deeper. Moreover, as the number of people who are unlawfully employed increases, in the State of Israel there are more people who lack rights, whose dignity is trampled, and who are disconnected culturally and are isolated and frightened<sup>20</sup>.

### 3. Attitude of employers towards migrant workers

According to the Foreign Workers Law (Unlawful Employment), 1991, the employers are obligated to provide for their workers appropriate residences, to pay for them the National

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<sup>16</sup> L. Filovsky, ‘Absent present’, the research of the functioning of manpower organizations for the treatment of migrant workers in Israel and the relationship between them and the authorities, in R. Natanson & L. Achdut (Editors), *The new workers – Workers from foreign countries in Israel* (Tel Aviv: HaKibbutz Hameuchad 1999), 41, 44.

<sup>17</sup> *Ibid.*

<sup>18</sup> Y. Shanel, *Foreign workers in South Tel Aviv-Yaffo* (Jerusalem: Floersheimer Institute for Policy Research, 1999), 12.

<sup>19</sup> R. Natanson & R. Bar-Zuri, Survey of public attitudes towards workers from foreign countries, in R. Natanson & L. Achdut (Editors), *The new workers – Workers from foreign countries in Israel* (Tel Aviv: HaKibbutz Hameuchad 1999), 90, 105-116.

<sup>20</sup> Guest lecture of the migration economist Barry Chiswick, at Tel-Aviv University in the year 2002. From the website: <http://www.bdidut.com/il/work3.htm>.

Insurance fees, and to take out medical insurance for them. By law, it is forbidden for companies to act as manpower companies for workers who are not Israelis. The sole handling of foreign workers whose employers can, officially, transfer them to another factor was the recruitment of the workers and the bringing of the workers to Israel. A total of 51 organizations received the permission from the Ministry of Labor and welfare to engage in international mediation and to thereby serve as private labor bureaus. In March 1996, the Employment of Foreign Workers by Manpower Contractors Law was passed. The relevant sections include a section that states that it is possible to receive a permit to act as a manpower company for foreign workers by meeting certain conditions. The law went into effect in September 1996. Therefore, a situation is created in which the manpower companies handle the foreign workers when they are already in Israel (which is not contradictory to the law but also is not officially recognized by the authorities)<sup>21</sup>.

A most problematic point is the concern for the health of the foreign workers. The employment approvals of the foreign workers are conditional upon the fact that the person receiving the approval must obtain a health insurance policy for the worker. This health insurance policy needs to be equivalent in its service to what is given to a citizen who has the state health insurance. The employers are committed to insure the foreign workers with medical insurance but in actuality a clear definition is lacking as to the type of insurance and the range of services of the insurance. The medical insurance is taken out from different suppliers of health services, at different scopes, according to the contract between the employer and the provider. The cost of the insurance is about a dollar a day for a worker. Today a situation has been created in which many employers prefer to insure the foreign workers who are employed by them using private insurance companies that offer discounts conditional on the workers not needing many medical services. Consequently, coverage does not exist for all cases. For instance, the medical insurance does not cover chronic illnesses. In principle, the employers in the construction and agriculture industries must make certain that the workers will have medical testing before their arrival in Israel but it was never defined which checks should be performed and there is no supervision to ensure this obligation is filled. The medical insurance policies sold by the private medical insurance companies do not cover many different treatments. Therefore, a situation is created in which the foreign workers prefer to obtain medical care in clinics in East Jerusalem (primarily the unlawful foreign workers)<sup>22</sup>.

The examination of the reality of the employment of foreign workers in Israel in recent years delineates a difficult and serious picture. It becomes clear that the arrival in Israel of workers from foreign countries is possible only after these pay high sums of money, sometimes by mortgaging their property and taking out loans, to intermediaries and manpower companies. These sums of money are shared by the manpower companies in the origin countries and the manpower middlemen in Israel<sup>23</sup>. In this way, the profit that in essence is embodied in the bringing of the foreign workers to Israel (which derives from the payments that the foreign workers are willing to pay in their country of origin in return for the right to work in Israel) motivates different middlemen to bring foreign workers to Israel in as large numbers as possible, whether they have a place of work in Israel – or not. The working and living conditions offered to the foreign workers are poor, and it was found that many of them live in overcrowded and difficult conditions. They do not enjoy the effective protection of protective legislation,<sup>24</sup> they are exposed to maltreatment,

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<sup>21</sup> N. Klein, *Background document for discussion on the topic of the foreign workers in the nursing care industry* (Knesset: Center of Research and Information), 14 December 1999. See: <http://www.knesset.gov.il/MMM/doc.asp?doc=m00079&type=rtf>

<sup>22</sup> *Ibid.*

<sup>23</sup> State Comptroller, Annual Report 53B, p. 655-656.

<sup>24</sup> E. Yadlin, Foreign work in Israel, in A. Barak, S. Adler, R. Ben-Yisrael, Y. Aliasof & N. Finberg (Editors), *The Menachem Goldberg Book* (2001), 350.

abuse, and exploitation and find it difficult to bring their matter to the courts, because of the lack of knowledge and the lack of funds required to conduct legal proceedings and their high dependence on their employers.

The Israeli employers find ways to bypass the directives of the law on the issue of their dual functioning as employers and as manpower companies for foreign workers. In addition, the mandatory provisions regarding health insurance are not fulfilled.

The foreign workers walk in our streets and present us with a great moral challenge. The strength of a society is measured not only in its attitude towards the weak among it, which are flesh of its flesh, but also in the manner in which it treats those who have no voice, the foreigners, those who are not part of the community and society – the transparent people. In certain human societies it is accepted to think that the morality, the justness, and the world of values are valid only regarding the members of society who are defined as citizens. In contrast, there is an inferior class of foreigners who are not citizens and therefore do not have rights. These people are always the first to be hurt by the brutality of people in the dominant society. This was the case in the democracy of Ancient Greece, and this is unfortunately the case in many societies today.

#### 4. Social rights of foreign workers

##### 4.1 *Migrant workers in Israel – A new subclass*

In countries that see themselves as democratic states sensitive to individual rights and yet do not see themselves as migration countries, there is a dilemma how to preserve the social rights of migrant workers, without allowing them to settle in and attain citizenship.

Moreover, many of the absorbing countries are interested in preserving normal relationships with the sending countries, which do not view with approval the mass deportation of their citizens. In Israel, the problem was especially exacerbated for two main reasons. First, the Zionist ideology leads to the definition of the State of Israel as a country for the immigration of Jews alone and also sanctifies the Zionist value of “Jewish labor”. Second, the question of migrant workers today has and in the future will have implications in the political dimension on the relationships of Israel with the Palestinians, the residents of the Territories, who in the past constituted the main labor force in the areas of occupation with low status and salary<sup>25</sup>.

Labor migration presents the weak points of globalization. It reveals the structural contradictions of these processes in a most concrete manner, when the main one is the ‘schizophrenia’ that exists for the long term between the neoliberal economic interests (which pressure for the increased flexibility of borders and the crossing of the borders by capital, merchandise, and manpower) and national interests, which seek to strengthen as much as possible the borders against the unwanted passage of people from one side or another<sup>26</sup>.

In Israel, there is a policy that directs at the supervision of labor migration, but it does not have a policy that directs at the integration of migrant workers in the welfare systems of the state and in the general social system. From this respect, the migrant workers in the view of the state are first and foremost “foreign workers”, without any intention to change their status to

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<sup>25</sup> L. Filovsky, ‘Absent present’, the research of the functioning of manpower organizations for the treatment of migrant workers in Israel and the relationship between them and the authorities”, in R. Natanson & L. Achdut (Editors), *The new workers – Workers from foreign countries in Israel* (Tel Aviv: HaKibbutz Hameuchad 1999), 84.

<sup>26</sup> A. Camp & R. Reichman, Foreign workers in Israel, in *Information on equality* (Adva Center: June 2003). See: [http://www.adva.org/ivrit/EQUALITY\\_MIGRANT\\_HEB.pdf](http://www.adva.org/ivrit/EQUALITY_MIGRANT_HEB.pdf).

“immigrants”. The presence of “foreign workers” is tangible as long as it addresses “labor” and they are almost totally absent in all that pertains to the rest of the areas of life<sup>27</sup>.

The significant entrance of migrant workers who are not Palestinians during the 1990s created a new minority group in the social structure of the State of Israel, whose marginality is anchored in three dimensions: economic, political, and social. In essence, this is a new underclass in Israeli society.

The scholar Diane Sainsbury presents a number of models for the examination of the issue of immigration to capitalist countries. In the United States, where there is a liberal welfare government (rights based on need), the giving of rights to immigrants in general and migrant workers in particular is most comprehensive – the rights are given according to the person’s citizenship and place of birth. In Germany, where there is a conservative government, the welfare policy adopts a model of exclusion and giving work rights according to local labor laws. In Sweden, the social-democratic model is accepted and the social rights are granted on the basis of residence, or in other words, a resident in Sweden, regardless of his origin, is entitled to the full rights of the Swedish welfare state<sup>28</sup>.

In Israel, given the lack of a clear policy towards the migrant workers, it is possible to identify a “switching” between the three models described by Diane Sainsbury. While the official policy of the government of Israel is the absolute exclusion of migrant workers from the different systems of the Israeli welfare state, at the same time the judicial system applies the principles of labor law in all that pertains to the granting of social rights to the migrant workers and the family members of the migrant workers receive government services such as health and education, like with the American model.

#### 4.2 Social human rights in the State of Israel

Many cynics will assert, especially in the present era, that that it is difficult to find in the Western world a society that departs from basic standards of social justice like Israeli society, a society where fewer and fewer people enjoy fundamental freedoms, where inequality acts to benefit the capital owners and harms the weak, and where educational opportunities become steadily more the province of those with means. It seems that the Israeli perception of social justice has adopted Darwinist principles.

A free person is a person who enjoys as many freedoms as possible, from the freedom to express the self, to believe, to demonstrate, to participate in the political process, and other freedoms. These are called civil and political rights. However, these rights do not have meaning without the assurance of another group of rights – the social rights. These are the rights that are embodied also through the modern welfare state.

What meaning does the right to privacy have for the person who lacks a residence? What benefit do political rights have for a hungry or sick person? What is the essential value of the right to freedom of expression for the person who lacks an education? What does the definition of the State of Israel as a democratic state help when the masses of migrant workers and their families walk among us with constant fear, live in horrible conditions, and are subject to the cynical exploitation on the part of their employers? In the Israeli liberal discourse the freedoms and rights

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<sup>27</sup> H. Fisher, International comparative examination of the employment of foreign workers, 1996, in *Information on equality* (Adva Center: Volume 13, June 2003).

<sup>28</sup> D. Sainsbury, 2006. Immigrants’ social rights in comparative perspective: Welfare regimes, forms of immigration and immigration policy regimes. *Journal of European Social Policy*, 16, 3: 229-224, in Z. Rosenhek, “Welfare State: Citizenship, Rights, and Distribution of Resources – Part 3”, p. 325.

of those who are not found at the heart of the social-political experience still have not been accorded considerable recognition, especially their rights in the field of labor.

In the approach of the President of the High Court, Professor Aharon Barak, under the category of positive rights, rights that impose the obligations to act to benefit the person, it is possible to find most of the social rights, such as the right to work, the right to health, and the right to housing. This framework also includes a number of cultural rights, such as the right to obtain a basic education<sup>29</sup>.

According to Guy Mondelek, the State of Israel relies on a moral constellation that produces a steadily increasing inequality between individuals, among whom the feeling of social belonging is steadily disappearing. He notes that there are factors in society that have high hopes for the legislation of the Basic Law: Social Rights (legislation that has been often talked about but has yet to materialize). Mondelek objects to the dichotomy that sees the political civil rights to be “the rights of the strong” and the social rights to be “the rights of the weak”. Such a dichotomy clearly leads to a reduction of the value of the social rights<sup>30</sup>.

##### 5. Moral functioning of the state in the treatment of migrant workers

The authorities that enabled the entrance of migrant workers into the State of Israel are also supposed to supervise the way in which the employers utilize the permits granted to them and are also supposed to provide the services of the welfare state, and at least basic services, to these migrant workers who have come through the gates of the State of Israel in the past three decades.

For three decades many foreign workers have worked in the State of Israel, when the authorities have turned a blind eye towards the exploitive conditions under which these workers are employed and the Israeli public has accepted the phenomenon, which includes inappropriate residential conditions, withholding of wages, lack of payment for extra hours and wages lower than the minimum wage, confiscation of the passports by the employers, and so on. The lack of the enforcement of the law against employers continues, and the state acts energetically against the exploited workers and does not uphold the law with the exploiting employers. The enforcement of the laws that are supposed to protect the workers is slow, and even when a fine is leveled against a criminal employer the State refrains from actually collecting it. The data of the Association for Civil Rights in Israel indicate that in actuality only 7% of all the fines imposed on employers who acted against the law were collected<sup>31</sup>.

Following the criticism of the arrangement for the employment of foreign workers in Israel, which was called the ‘binding arrangement’ because it binds the foreign worker to the employer and creates favorable conditions for the worker to be exploited by the employer, and following the ruling of the High Court of Justice, the state published work procedures for employers that arrange the rights of migrant workers and their employment conditions. These procedures were changed a number of times following public pressure, and they undergo a process of constant improvement. However, the implementation of the procedures in the field is problematic, and the officials in the Population Administration Bureau continue to act as if they do not exist. Moreover, in actuality these procedures are implemented only in the industries of nursing care and agriculture. In the manufacturing and service industries the employers operate according to old work procedures, while in the construction industry there is an arrangement according to which the workers are employed by manpower companies, through which they can

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<sup>29</sup> A. Barak, *Interpretation in law – Gate of god* (Jerusalem: Nevo Press), p. 364

<sup>30</sup> G. Mondelek, Social-economic rights in the new constitutional discourse, in *Labor Annual*, 7, 65.

<sup>31</sup> The Association for Civil Rights in Israel, *Situation Report*, 2005.

change their employers and once in a set period they can move from company to company. To date, it is quite clear that the various arrangements adopted in Israel regarding the employment of migrant workers have not achieved their goal. As a result of the different procedures, there is lack of clarity in the field. It is not clear which procedure applies to the specific worker; many workers are not aware of the different procedures and sometimes also the workers of the Population Administration Bureau and the people in the enforcement unit of the Ministry of Interior are also not aware. The price is paid by the migrant workers who are forced to tie themselves to manpower companies and find it difficult to obtain social services and are even exposed to detention and deportation if they do not operate according to the manpower companies that helped them attain the lawful work permits.

The collection of payments for labor supply or labor recruitment is considered by international law and in many countries to be a practice of human trafficking, since it creates a relationship of 'debt bondage' between the employer and the worker, who is required to work for a long period under disgraceful conditions in order to repay the loans and obligations he undertook to pay the brokerage fees. Instead of acting against the unacceptable practice of charging large amounts from foreign workers who come to Israel as brokerage fees, and instead of increasing enforcement against the factors that operate against the law, the Ministry of Industry and Commerce chose to "permit the impermissible" and promoted an amendment to the Law on the Employment Service that enables for the first time the manpower companies and the individuals involved in the process of the recruitment of foreign workers abroad and in Israel to charge brokerage fees from the workers. This amendment to the law was met with strong opposition on the part of different social factors.

## 6. Perspective of the welfare state

### 6.1 *Exclusion of migrant workers in the Israeli welfare state*

The Bible of Israel states: "The same laws and regulations will apply both to you and to the foreigner residing among you" (*Numbers 15:16*). In other words, the Biblical commandment expresses the first principles of equality that constitute the foundation of a civilized society.

In all that pertains to the granting of social rights through the welfare state, it is possible to identify two models<sup>32</sup>:

1. The universal model. It is necessary to provide benefits/support to the entire population, without the clarification of every individual's status or economic status.
2. The selective model. It is necessary to provide benefits/support according to the differentiation between the status or economic status of the individual asking for / receiving support.

Social human rights cannot be realized as long as they were not defined quantitatively (for instance, the degree of social security to which the worker is entitled and in which areas), and as long as the economic resources for their realization have not been allocated. In other words, the amorphous recognition of social human rights does not make them rights that can be realized on the legal level. It is possible to describe this reality with the determination that the social rights are not executable by themselves, but rather additional legislative and administrative measures are needed to complete them. The social rights can be realized through the implementation of instruments that are used in the international dimension. The Conventions and Recommendations of the International Labor Organization (ILO) can provide a basis for

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<sup>32</sup> A. Doron, *The welfare state in the era of changes* (Jerusalem: Magnes Press, 1985).

quantification and determine the defined content of the social human right in a flexible way in that every state – which uses foreign workers – can shape according to its economic situation. Today, it is possible to find precise definitions in all that pertains to social human rights in the constellation of the conventions and recommendations of the International Labor Organization, which together form a codex of labor law and social security. The very existence of this codex obligates that on the one hand there today are universal human rights in all that relates to employment, appropriate work conditions, fair wages, and equality at work, the nature and scope of which are defined in them, and on the other hand what is determined in these conventions and recommendations on the social human rights at work is the core of these human rights that every state is supposed to anchor in its domestic legal method. Every country can add to the defined rights but not subtract from them, and every such subtraction will be considered a violation of these human rights<sup>33</sup>.

The phenomenon of migrant workers is steadily expressed in the public discourse following a large number of reasons. In the past decade, all the governments have attempted to deal with the problem of migrant workers through a policy of the reduction of their number, both through the reduction of the number of work permits and through the increase of the inspection and enforcement regarding illegal aliens, their deportation from Israel, and their detention, which was controversial, in the “Holot” open detention facility.

However, despite the corrections a significant reduction in the number of unlawful foreign workers was not seen. The difficulty derived from the multiplicity of government organizations that are handling the phenomenon of the foreign workers and the unlawful migrants: the employment service, the Ministry of Labor and Welfare, the Ministry of Public Security, the Ministry of the Interior, and the Foreign Ministry. It is not surprising, therefore, that the main recommendation of the inter-office committee appointed to form recommendations on the topic of the handling of the foreign workers was to concentrate all the handling in one organization – the Immigration Authority. This organization will handle all aspects relating to immigration: it will grant entry permits to Israel for every defined purpose, it will handle requests to obtain citizenship, and it will perform actions of inspection and enforcement of the law regarding the foreigners who enter and leave the state and stay in it. Another recommendation of the committee, which submitted its report in July 2002, is “to ensure a constant reduction in the number of foreign workers employed in Israel legally and illegally”<sup>34</sup>. In actuality, the Immigration Authority is an organization that operates on behalf of the state so as to limit the application of the welfare state for the migrant workers and the members of their family. The establishment of the Immigration Authority is perceived as a positive and vital step for a sovereign state that holds the legal right to pose limitations on the flow of immigration into it. The increase of the supervision over the entering foreigners, whether through the reduction of the number of work permits or whether through the increased effectiveness of the activity of the border police, is proper. Beyond this there are essential differences of opinion. Some maintain that the duty of the state is to deal harshly with all foreigners who are staying there illegally and to deport them from the state, lest the phenomenon expand to much more alarming proportions. In contrast, some hold that alongside the right of the state to limit the immigration into it there is the obligation to care for those who are already found in it, primarily those who were born in Israel (second generation of the foreign workers) and thus do not know any other reality. The ‘laundering’ of the foreigners who are found in Israel will grant them important social rights and will enable them to live with dignity, to integrate into society, and to enjoy the benefits of the Israeli welfare state. This policy, according to the proponents of this solution, will put Israel on the same level as many Western

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<sup>33</sup> R. Ben-Yisrael, *Labor laws – Volume 1* (Tel Aviv: The Open University, 2002), 194-195.

<sup>34</sup> *Report of the Inter-Office Committee on the topic of foreign workers and the establishment of an immigration authority*, Jerusalem, 2002.



countries that maintain integration and co-existence between the supervision and control of immigration and the granting of broad rights to immigrants who already reside in the country<sup>35</sup>.

### 6.2 *The International Convention of the International Labor Organization*

According to the International Convention of the International Labor Organization (ILO), which discusses the issues of foreign workers, a convention that the State of Israel has signed<sup>36</sup>:

1. Each Member for which this Convention is in force undertakes to apply, without discrimination in respect of nationality, race, religion or sex, to immigrants lawfully within its territory, treatment no less favorable than that which it applies to its own nationals in respect of the following matters:

(a) In so far as such matters are regulated by law or regulations, or are subject to the control of administrative authorities:

(i) Remuneration, including family allowances where these form part of remuneration, hours of work, overtime arrangements, holidays with pay, restrictions on homework, minimum age for employment, apprenticeship and training, women's work and the work of young persons;

(ii) Membership of trade unions and enjoyment of the benefits of collective bargaining.

This convention was never assimilated into internal law through a legislative act of the Knesset (Israel Parliament), but this does not mean that the convention has no implications on Israeli law. In the ruling of the High Court it was determined that this convention has interpretative implication and that it is presumed that the purpose of any law is to comply with the international obligations of the state<sup>37</sup>. Professor Aharon Barak further adds that "of two possible interpretations of the legislation it is necessary to choose the interpretation that is commensurate with public international law"<sup>38</sup>.

There is no doubt that the judicial system has adopted a principle according to which the State of Israel must act fairly towards migrant workers and their families. The controversial question is to what extent migrant workers can or should be included in the welfare state. In all that pertains to the migrant workers, there is a strong interest, which is the guiding light of the policy of the Knesset and the government, to prevent their immigration to Israel and to do all that is possible so that their stay in Israel will be temporary. The result is that the attitude displayed towards the foreign workers, both on the part of broad sections of the Israeli population and on the part of the different government systems, causes essential and significant harm to the rights of the foreign workers, thus contradicting the fundamental principles of international law regarding the work migration and the fundamental principles recognized in the different rulings of the Israeli judicial system.

Equality in our case means equal treatment for those who are equal and different treatment for those who are different. Discrimination means different treatment those who are

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<sup>35</sup> Editorial, Immigration policy in a changing global reality, in *Parliament Number 38*, December 2002 (Israel Institute for Democracy), 1.

<sup>36</sup> Convention on the Migrant Workers, Convention D, p. 37, Mark 6.

<sup>37</sup> High Court 2587/04 *Yizchak Buchris v. Assessor of the City of Hadera and others*.

<sup>38</sup> A. Barak, *Interpretation in law – Gate of god* (Jerusalem: Nevo Press), p. 576.

equal and equal treatment for those who are different. However, equality does not obligate identity. Sometimes to achieve equality, it is necessary to act from the difference; not every treatment that is different is discriminatory treatment. The principle of equality is based on the perception of relevance, as noted by Court President Agranat on the Boronovsky matter<sup>39</sup>.

“The principle of equality, which is but the other side of the coin of discrimination and which the law of every democratic state aspires for reasons of justice and fairness to illustrate it, means that it is necessary to address for the purpose of the discussed goal the equal attitude towards people, among whom there are no real differences, which are relevant to the same goal. If they are not treated differently, then we face discrimination. In contrast, if the difference or differences between different people are relevant to the discussed goal, then this would be a permissible distinction, if they are treated, for the purpose of the same goal, differently, as long as the differences justify this.”

The principle of equality between all workers, regardless of citizenship, nationality, and religion is anchored in a list of international conventions, when the main ones were also recognized by Israeli law. These international conventions define and arrange the status of the migrant workers. The article of Dr. Leonard Hammer, “Migrant Workers in Israel”<sup>40</sup>, examines the international legislation regarding the rights of migrant workers and the way in which it is expressed in Israeli law.

Dr. Hammer establishes his argument for the principle of equality between migrant workers and citizens on the following points:

- The universal declaration of human rights of the United Nations, which obligates the granting of basic fundamental rights to every person as a person.
- Two additional conventions of the United Nations, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Cultural, and Social Rights, which were ratified by the State of Israel in 1991. The International Covenant on Economic, Cultural, and Social Rights recognizes the right of the state to give priority in the employment of its citizens but obligates it to treat equally every worker employed in its territory on the basis of the arrangements existing in its laws.
- The Convention of the International Labor Organization (ILO), which addresses domestic and foreign workers as equals. In the year 1952 Israel ratified Convention Number 98 of the ILO. This Convention was integrated into Israeli law alongside a number of other conventions, which define the rights of all workers. In Israeli law agreements are anchored regarding hours work and rest, forced labor, right to unionize, minimum wage, and equality in social benefits.
- The United Nations International Convention on the Protection of the Rights of All Migrant Workers, passed by the United Nations in the year 1990. Although this convention has not been ratified until today, it constitutes a source of moral authority that obligates the equal treatment for workers who lack work permits<sup>41</sup>.

The law applies, as aforementioned, to all workers, as arises from the report Israel submitted regarding the implementation of the United Nations International Covenant on Economic, Cultural, and Social Rights. However, the report said that these laws were not forced in Israel in a serious and systematic manner<sup>42</sup>.

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<sup>39</sup> Additional Court Hearing 10/69, Boronovsky v. Chief Rabbis, *Court Ruling*, 25(1) 357.

<sup>40</sup> L. M. Hammer, Migrant workers in Israel: Towards proposing a framework of enforceable customary international human rights.

<sup>41</sup> *Ibid*, p. 21.

<sup>42</sup> *Ibid*, p. 26.

The Report of the Adva Institute from June 2003 addresses another covenant of the International Labor Organization on the topic of worker pension rights. Covenant Number 48 of the ILO “obligates the state to provide pension rights of migrant workers, as accepted for its employed citizens. The State of Israel ratified this covenant in January 1963”<sup>43</sup>.

The trend that determines that the rights of the foreign worker will not be discriminated against in comparison to the rights of the local worker was reinforced in the decision made by the government of Israel when it began to massively import migrant workers<sup>44</sup>. The decision, first published in the national press by the employment services on 17 May 1993, included a number of conditions for the employment of a foreign worker:

- The contractor will pay the foreign workers according to law (minimum wage) and according to the collective agreements in effect in the construction industry.
- For every foreign worker the contractor is obligated to hire two unprofessional Israeli workers.

### 6.3 *Status of the Labor Organization Convention on the issue of migrant workers*

The international conventions regarding migrant workers have not been incorporated into Israeli domestic law by means of legislation. It would seem, therefore, that they do not create an obligation on this level. However, the position of the Courts in Israel is more liberal and the prevalent approach is that the international conventions have acquired customary status<sup>45</sup>.

In High Court 2857/04 the President of the High Court Aharon Barak permits the question of the customary status of the convention regarding migrant workers to be examined<sup>46</sup>. However, in an earlier ruling, High Court 4542/02, which was previously mentioned, Justice Edmund Levy determined that on the matter of the Convention for Foreign Workers “It is accepted by all that by virtue of the ‘presumption of conformity’ between domestic law and the provisions of international law, we are required to interpret legislation – like the authority acquired by a governmental authority – in a manner consistent with the provisions of international law ... and in the principle of the lack of discrimination between workers who are citizens and workers who are from foreign countries, which is anchored in the convention on migrant workers.”

However, the ruling of the High Court mentioned above addresses the rights of migrant workers according to labor laws. In all that pertains to social rights, it was recently determined that the personal fundamental rights of infiltrators and migrant workers, lawful or not, should not be harmed. This decision addresses in essence only the personal rights, and it cannot establish rules regarding the application of additional social rights<sup>47</sup>.

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<sup>43</sup> A. Camp & R. Reichman, Foreign workers in Israel, *Information on equality*, Adva Institute, Number 13, June 2003.

<sup>44</sup> Report of the Authorized Administration Number 9, Insurance and Pension Fund of the Workers of Construction and Public Works, Appendix 4.

<sup>45</sup> Y. Shany, Social, economic, and cultural rights in international law: What use can the Israeli courts make of them, *Economic, social, and cultural rights in Israel* (Y. Rabin, Y. Shani, Editors, 2004) 297, p. 342.

<sup>46</sup> See paragraph 15 of the court ruling of the President in High Court 2587/04, in Y. Shany, Social, economic, and cultural rights in international law: What use can the Israeli courts make of them, *Economic, social, and cultural rights in Israel* (Y. Rabin, Y. Shani, Editors, 2004) 297, p. 342.

<sup>47</sup> High Court 13/8425, Zary Gavrisiliasi and others v. The Knesset and others, *Court Ruling*, September 22, 2014.

## 7. Conclusion

Foreign labor is not a new phenomenon in the labor market in Israel. After the Six Day War, in Israel the model formed of the employment of Palestinian foreign workers on the basis of commuting. During the 1970s, the pattern of the employment of Palestinian workers from the territories steadily became established in Israel, when simultaneously the demand for unskilled workers, in the fields of agriculture, construction, cleaning, and nursing care, steadily increased.

In the 1990s, following the increase of terrorism and the policy of the imposition of closures, the model of the employment of Palestinian workers on a daily basis was replaced with the model of the absorption of migrant workers, on the basis of temporary contract, from the countries of Eastern Europe and the Far East. As the phenomenon of infiltration from the Egyptian border increased, the employment of migrants from Third World countries increased, particularly from Africa.

It would seem that the change in the composition of the workers in the foreign manpower did not cause an essential change in the labor market, since the percentage of foreign workers from all the work force did not change drastically. In actuality, the process presented Israeli society with new challenges because of the problems entailed by the absorption of the work migration.

While the Palestinian workers worked in the areas of Israel on a daily basis and returned to their place of residence, the massive absorption of the migrant workers from distant countries led to the formation of foreign communities in the large cities and the agricultural communities in Israel. The steadily increasing process of the friction between the citizens of the state and the migrant workers, alongside the steadily increasing competition for work places, increased the social disputes between the low classes and the migrant workers. The process of the reduction of the number of migrant workers was only partially successful following the continual infiltration of illegal foreign workers and the entry of asylum seekers from Africa.

From the moment that the government made the decision to deport migrant workers, the rights of migrant workers worsened. The maltreatment of the migrant workers by their employers worsened because of the workers' constant fear of deportation. Simultaneously, the migrant workers found themselves suddenly stranded in a foreign country without any possibility of approaching the government authorities in cases of the violation of their basic rights.

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## Implementation of the Shoah Theme in the Teaching of Literary Education from the Perspective of Teachers of Czech Language and Literature

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### *Abstract*

The paper presents partial results of a quantitative research survey dealing with the opinions of teachers of Czech language and literature in the Vysočina Region on the implementation of the Shoah theme in the teaching of literary education at the second grade of primary schools. The article presents the results of the questionnaire items, which focused on the authors that the teachers of the given subject represent to the pupils at a defined level of institutional education. We also compare the data obtained with the details obtained by analyzing the reading-books for the second grade of primary schools, which have a clause of the Ministry of Education, Youth and Sports of the Czech Republic.

**Keywords:** Shoah, Holocaust, implementation, second grade of primary schools, teacher.

### 1. Introduction

The phenomenon of the Shoah<sup>1</sup> is becoming more and more current in the contemporary world. Society is influenced by a significant level of migration, which brings with it an update of issues in the areas of xenophobia, racism, intolerance or other forms of demarcation towards a particular group of people<sup>2</sup>. Clementina Acedo (2010: 2) states: “In a time of increasing globalization and migration, when many societies have reached unprecedented levels of cultural diversity, resurgent nationalism and xenophobia can remind people of the events that led to the Shoah”. Much attention has recently been paid to the recurring manifestations of open anti-Semitism<sup>3</sup> (for example France), which can be demonstrated by research conducted in seven

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<sup>1</sup> “Shoah is the Hebrew word for ‘catastrophe’. This term specifically means the killing of nearly 6 million Jews in Europe by Nazi Germany and its collaborators during the Second World War. The English-speaking countries more commonly use the word Holocaust, which is Greek for, sacrifice by fire” (Mémorial de la Shoah, 2017).

<sup>2</sup> For current manifestations of anti-Semitism, see, for example, Bialas, 2019.

<sup>3</sup> See Messadié, 2000. Anti-Semitism is the common name for anti-Jewish sentiments (Le Projetaladin). See <http://www.projetaladin.org/holocaust/en/history-of-the-holocaust-shoah/the-roots-of-the-holocaust.html>.

European countries<sup>4</sup> and published under the management of the **Fondation pour l'innovation politique** under the title *Violence antisémite en Europe 2005-2015 (France, Allemagne, Suède, Norvège, Danemark, Russie et Royaume-Uni)*<sup>5</sup>. The Czech Republic's top political representation (not only) based on current issues in terms of racist intolerance and a sense of racial superiority adopted a universal definition of anti-Semitism<sup>6</sup>, based on the definition of the **International Alliance for Holocaust Remembrance**<sup>7</sup>.

- Teachers of Czech Language and Literature will become aware of the potential of so-called cross-cutting topics in the area of presentation of the issue of Shoah to pupils at the second grade of primary (lower secondary) schools.
- The most represented authors in the field of literary education at the second grade of primary (lower secondary) schools are Czech authors whose Shoah-literary texts falls mostly in the first decades after the end of World War II (Ota Pavel, Arnošt Lustig and Jan Otčenášek).
- A world-renowned author – Primo Levi – in the responses of a research sample of teachers in the field of presenting selected authors to pupils – placed in the last places with approximately five choices.
- The vast majority of the sample of respondents tested excerpts from literary reading-books for the second grade of primary (lower secondary) schools, i.e. it does not list pupils with all the snippets contained in the selected reading-book.

## 2. Shoah in the context of education

We believe that citizens of democratic societies should be acquainted with the various manifestations of the Shoah phenomenon at the earliest possible age<sup>8</sup>. We are of the opinion that the early presentation of various aspects of the Shoah issue may result in children (pupils) being able to define the manifestations of inhuman behavior in their surroundings, and thus it can be assumed that to some extent it may be prevented from developing from the very beginning, because “especially the educational systems (...) are the major agents in constitutional subjects” (Resnik, 2003: 300).

In terms of “duty”, we believe that it is most appropriate to implement the Shoah theme in as many educational fields as possible for primary (lower secondary) education. Implementation of the Shoah theme in as many subjects as possible “can make a great contribution if its lessons help to protect human rights, and if they counteract hostility and

<sup>4</sup> France, Germany, Sweden, Norway, Denmark, Russia and the United Kingdom.

<sup>5</sup> Due Enstada, 2017. The survey was attended by 16,500 respondents **who defined themselves as Jews**. Of the total number of research participants, 85% perceive the rise in anti-Semitism as a major problem. See [http://www.fondapol.org/wp-content/uploads/2017/09/115-NOTE-A4-DUE-ENSTAD\\_2017-09-19\\_web.pdf](http://www.fondapol.org/wp-content/uploads/2017/09/115-NOTE-A4-DUE-ENSTAD_2017-09-19_web.pdf).

<sup>6</sup> See <http://www.psp.cz/sqw/cms.sqw?z=12305>.

<sup>7</sup> See <https://www.holocaustremembrance.com/>. “Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.” See <https://www.holocaustremembrance.com/working-definition-antisemitism>.

<sup>8</sup> One of the partial results of the presented research was the question when, according to the tested sample of respondents, the pupils should get acquainted with the Shoah issue first. Most of the answers were received in the **6<sup>th</sup> grade** (i.e. first year of the second grade of primary – lower secondary – school) and in the **1<sup>th</sup> grade** of primary school. On the contrary, **no respondent chose the option in kindergarten**.

discrimination along such too-common demarcation as class, disability, ethnicity, faith, gender, and sexual orientation (Acedo, 2010: 1)<sup>9</sup>.

Of course, the anchorage of the Shoah theme within the history curriculum should be anchored. In addition to the above-mentioned educational field, the educational field of Citizenship Education<sup>10</sup>, which differs from history in terms of emphasizing generally-human, human, intercultural, psychological or sociological issues in the field of human being (within region, state, continent or global world). We believe that the implementation of the Shoah issue in this subject may provide a different perspective on the phenomena of a single line of war events, and may highlight human-oriented factors that have influenced the global development of the first half of the twentieth century. We believe that a suitable educational field for the implementation of issues that connects the term Shoah is also appropriate educational field Czech Language and Literature<sup>11</sup>, specifically the literary component of the subject.

At this point it is necessary to mention the existence of so-called **cross-cutting themes** in the *Framework Educational Program for Basic Education (FEP BE)*. The main purpose of anchoring cross-sectional topics to the pages of the normative educational list is to emphasize the overlap of certain themes (interdisciplinarity) and the related presentation of different views on a particular problem through an overarching cross-sectional topic.

Figure 1 presents teachers' **views on the implement of the Shoah theme in cross-cutting themes**<sup>12</sup>. As the graphical representation implies, teachers are aware of the educational potential offered by the so-called cross-cutting themes. The stated values are in absolute numbers, the respondents had more choices. Not surprisingly, the most mentioned choice has become **Educating a Democratic Citizen**, which has the advocacy of democratic principles and the negation of totalitarian regimes (e.g. Nazi, Communist) in its title. This so-called cross-cutting theme should serve as a baseline in social-oriented subjects dealing with the presentation of democratic mechanisms to pupils. On the other side of the range of choices was **Environmental Education** (10 responses). The relatively low level of election of this so-called cross-cutting theme has a surprising effect, in particular by the fact that the Nazi regime (i.e. the primary and most prominent originator of events that can be summed up as the Shoah) interfered with all aspects of social life, nature, environmental components of life<sup>13</sup>.

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<sup>9</sup> Compare: Shoah can be understood as a warning of “who is different – whether black or white, Jew or Arab, Christian or Moslem – everyone whose orientation differs politically, philosophically, sexually” (Abrams, 1997).

<sup>10</sup> See Jeřábek et al., 2017, pp. 57-61.

<sup>11</sup> See Jeřábek et al., 2017, pp. 18-29.

<sup>12</sup> The results presented in Figure 1 are part of the research whose methodology is presented in chapter 3. Further research results: see for example Mašát, 2019a; Mašát 2019b; Mašát, 2019c.

<sup>13</sup> For example, the efforts of Nazi workers to artificially resurrect some extinct animal species, in accordance with Nazi ideas about the evidence of the greatness of the German Empire (Third Reich).

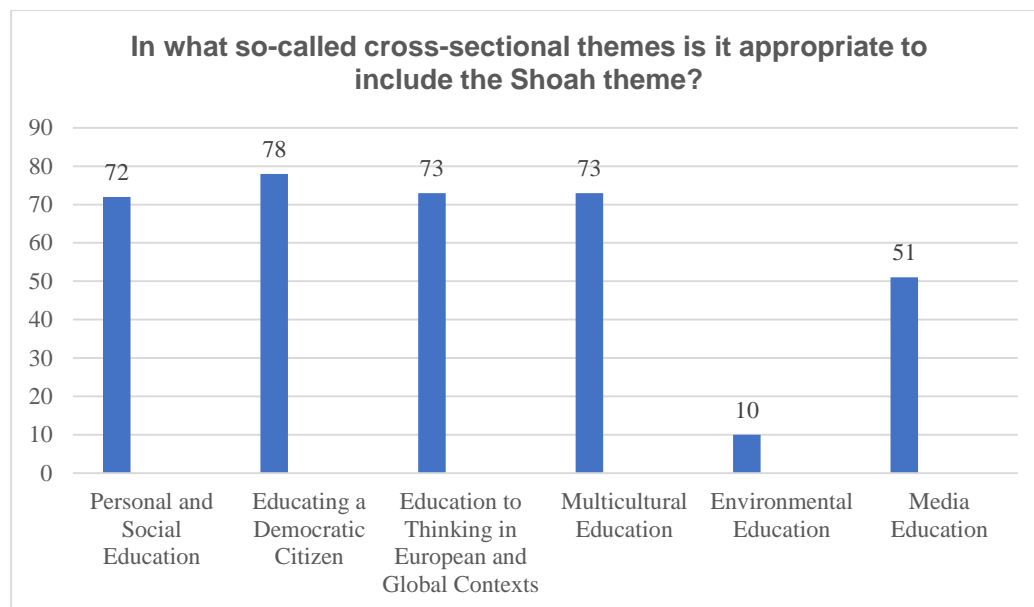


Figure 1. In what so-called cross-sectional themes is it appropriate to include the Shoah theme?

In the *FEP BE*, the term Holocaust is anchored in the educational field **History** in the curriculum “Modern Times”<sup>14</sup>. The term **Shoah is not anchored** in the pages of this normative educational document<sup>15</sup>.

Literary education has a well-founded position in the presentation of the issue of the Shoah to pupils, especially with its focus on education. The main subject of literary education – **literary texts** – then primarily **function as intermediaries for the desired educational effect on recipients (pupils)**<sup>16</sup>. According to Jordan (2004: 199-200), literature is “one of the best pedagogical tools for educating youngsters about the facts of the Holocaust, for conveying the importance of remembering what happened without explicitly divulging emotionally disturbing information”; Tinberg (2005: 73-74) in a connotation with Jordan says that “reading literature would provide a powerful way of reading history”.

We take the view that teachers of the educational field of History are systematically trained in their undergraduate studies pedagogically and professionally for their educational and educational impact on pupils in all areas of history. This fact leads us to a bold statement about the erudite presentation of events related to World War II to primary (lower secondary) school pupils by teachers of History.

In our opinion, there is another situation among teachers of Czech language and literature. As we have outlined above, literary education has considerable positive prerequisites for the integration of the Shoah. The key factor, however, are literary teachers who should be able (and willing) to realize the subject matter in their teaching and also be equipped with some knowledge in the area of demonstration work, with a very complicated and to some extent

<sup>14</sup> See Jeřábek et al., 2017, p. 56.

<sup>15</sup> For those interested in comparing the anchoring of the terms Shoah and Holocaust in certain curricular documents of the Czech Republic and Israel, please refer to the article *Representations of Shoah and Holocaust Terms in Selected Curriculum Documents: A Teacher's Perspective* (Mašát & Sladová, 2019). For anchoring the term Shoah in curricular documents of selected countries, see, for example, Pinar, 2003; Dror, 2015.

<sup>16</sup> Compare Hník, 2012, p. 143; Beach, Appleman, Fecho & Simon, 2016.



incomprehensible topic Shoah<sup>17</sup>. David H. Lindquist (2010: 78) postulates the idea that teachers who want pupils to become familiar with the term Holocaust (Shoah), “must be aware of several unique and potentially troublesome issues that can arise as the Holocaust is presented to students, thus complicating both the teaching of the event and the students ‘outstanding of it’”<sup>18</sup>. It was the differences between the significant potential of literary education expressed at the level of texts and the (un)willingness of teachers to implement a defined phenomenon in literature lessons that led us to undertake a research that examines the views of Czech Language and Literature teachers at the second grade of primary (lower secondary) schools on the implementation of the Shoah into literary education.

We believe that only a comprehensive and detailed description of the current situation in the field of defined issues will provide the possibility of some positive change in the inclusion of the phenomenon (or Shoah texts) into the reality of school education. On the basis of a detailed description, it will be possible to propose some measures to improve the expected, not too flattering state, for example by providing material assistance to teachers in a set of excerpts from Shoah-related works of current literary intentional production in the field of institutions dealing with the legacy of the Shoah (Holocaust), preparation of methodological aids for teachers and others.

Surveys focusing on the opinions of Czech Language and Literature teachers on the implementation of the Shoah theme in the teaching of literary education at the second grade of primary (lower secondary) schools have not yet been developed. Within the Czech professional public, this phenomenon is largely delayed, for example at the expense of variously focused research on pupil reading<sup>19</sup> or in the development of critical thinking<sup>20</sup>. In the research outside the Czech Republic, the topic of the Shoah is more thematized, but most of the research in the field focuses on approaches to mediating the issue to pupils or students<sup>21</sup>.

### 3. Methodology of research

The quantitative research, whose partial results are presented here, was preceded by a qualitative part with eight<sup>22</sup> Czech Language and Literature teachers<sup>23</sup> in the form of semi-structured interviews. The main objective of the first (qualitative) phase of the research was to cover the semantic field of the mixed research by means of an interview. The results of the interviews were used to compile questionnaires for the second (quantitative) phase of the research. By the chosen procedure, we wanted to limit the choice of the “other” option within the questionnaires by the respondents and thus to some extent simplify the statistical processing of data obtained within the quantitative phase.

<sup>17</sup> Compare: The Shoah’s complexity necessitates that teachers establish a well-defined framework as they introduce the topic to their students (Lindquist, 2013: 32).

<sup>18</sup> See Štěpáník & Slavík, 2017, pp. 58-80.

<sup>19</sup> An overview of the latest research, including their methodology and main findings, is given by Jindráček (2018), as well as the most recent by Friedlander et al., 2018; Vicherková, 2018; Fasnerová, 2017.

<sup>20</sup> See, for example Bednářová, 2018; Špačková, 2016.

<sup>21</sup> For example Cohen, 2016; Drahi, 2015; Hirsch & Kacandes, 2004; Grech, 2000; Imber, 2013; Martin, 2007; Schär & Sperisen 2010; Shaer, 2017; Tinberg, 2005.

<sup>22</sup> In determining the sample size for the first phase of the survey, we used a generally known and accepted statistical formula for the minimum number of respondents in a qualitative survey,  $N_{min} = 0.1 \cdot \sqrt{\text{number}}$  (Chráška, 2007: 26).

<sup>23</sup> Teachers working in the Vysočina Region were approached randomly via e-mail. All addressed teachers agreed to participate in the research.

The second phase of the research was therefore carried out through a research tool – a non-standardized questionnaire, which was compiled on the basis of the answers of eight respondents participating in the qualitative phase of the research. The questionnaires also included an item that allows respondents to leave contact if they want to elaborate certain questionnaire responses in the context of a questionnaire (post-questionnaire; third phase of the research). Participation in the questionnaire survey was anonymous, respondents agreed to publish the results. The questionnaire was distributed through an electronic template that allows entries to be made in the required form (in terms of the number of possible answers and so on).

The link to the electronic questionnaire was sent via e-mail to the headmasters of all complete<sup>24</sup> primary schools in the Vysočina Region<sup>25</sup> with a request that it be forwarded to teachers of Czech language and literature at that school. In this way, we ensured that the theoretically the questionnaire reached all teachers of the given educational field in the selected region. We chose the Vysočina Region, mainly because there is no university educating future teaching staff in the selected region. Based on this fact, we assumed greater willingness of teachers (directors) to participate in the research (time reasons and the like). This was largely confirmed.

### *3.1 Respondents of the quantitative phase of the research*

Prior to the start of quantitative research, the quota numbers of teachers required for this phase of research were established. The quotas were compiled according to the document ***Educational Staff in Regional Education based on data from the Payroll Information System***<sup>26</sup> (ISP, 2017) available on the website of the Ministry of Education, Youth and Sports of the Czech Republic<sup>27</sup>. Data obtained from ISP were supplemented with information from e-mail correspondence with Ing. Jiří Teplý from the **Regional Administration of the Czech Statistical Office in Jihlava**. We confronted the information with the ***Statistical Yearbook of the Vysočina Region 2017***<sup>28</sup>.

The total number of respondents needed was set at 114. The amount was obtained by estimating the sample size for nominal or ordinal data at the required relative accuracy of 4 %, at a confidence factor of 95 % and at a relative frequency of 0.05 (Chráška, 2007: 25). ). At this point it is necessary to emphasize that the stated number of respondents was derived from **the total number of teachers of all qualifications working in the second grade of basic institutional education in the Vysočina Region**<sup>29</sup>. Especially for this reason **the quota number was not fulfilled**, we reached **80** fully completed questionnaires. Assuming that there are currently 134 complete primary (i.e. primary and lower secondary) schools in the Vysočina Region, each employing on average 2 teachers of Czech Language and Literature (there are relatively large schools in the region, but also schools where only 1 teacher of a given educational institution operates) and the fact that the quantitative phase was preceded by a qualitative research phase, we believe that the achieved number of respondents is quite indicative.

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<sup>24</sup> This means that there is a grade 1<sup>st</sup> to 9<sup>th</sup> in the school (first grade and second grade of primary school).

<sup>25</sup> A complete list of complete and incomplete primary schools in the region is available on the website of the Vysočina Region School Portal. There are 134 complete primary schools in the selected region.

<sup>26</sup> ISP. See <https://www.kr-vysocina.cz/skolsky-portal.asp>.

<sup>27</sup> See <http://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/genderova-problematika-zamestnancu-veskolstvi>.

<sup>28</sup> See <https://www.czso.cz/csu/xj/domov>.

<sup>29</sup> At the end of 2017, a total of 1,589, 9 teachers (ISP, in thousands, full-time equivalents) worked in the Vysočina Region at the second grade of primary schools.

The questionnaire was viewed by a total of 132 persons and the research tool was completed by a total of 80 persons. The return on questionnaires (in the sense of completing) is therefore 60.6%.

#### 4. Results and discussion

The paper will present primarily the results of a questionnaire, which found out which authors are part of the lessons of the tested sample of teachers in the classes of literary education, in which teachers deal with the topic of the Shoah. The questionnaire item was compiled in the form of an offer of nineteen authors who appear in connection with the presentation of the literary rendition of the Shoah issue within the book for the second grade of primary (i.e. lower secondary) schools, which currently (2017) have a clause of the Ministry of Education, Youth and Sports of the Czech Republic. Authors (Pavel Kohout, Hana Bělohradská, Jiri Weil<sup>30</sup>) mentioned by teachers in the first (qualitative) phase of the research. Of course, there is the possibility of “no one of the mentioned authors” and “other”, where the respondents could write authors that they acquainted with the pupils and who were not offered in the questionnaire item. Figure 2 shows the responses of the tested sample of respondents. Under the “other” option, teachers wrote “E. M. Remarque” and “Frýd, Remarque”<sup>31</sup>. The values shown in Figure 2 are in absolute numbers. Respondents had the opportunity to select multiple options, with all respondent choices included in the list.

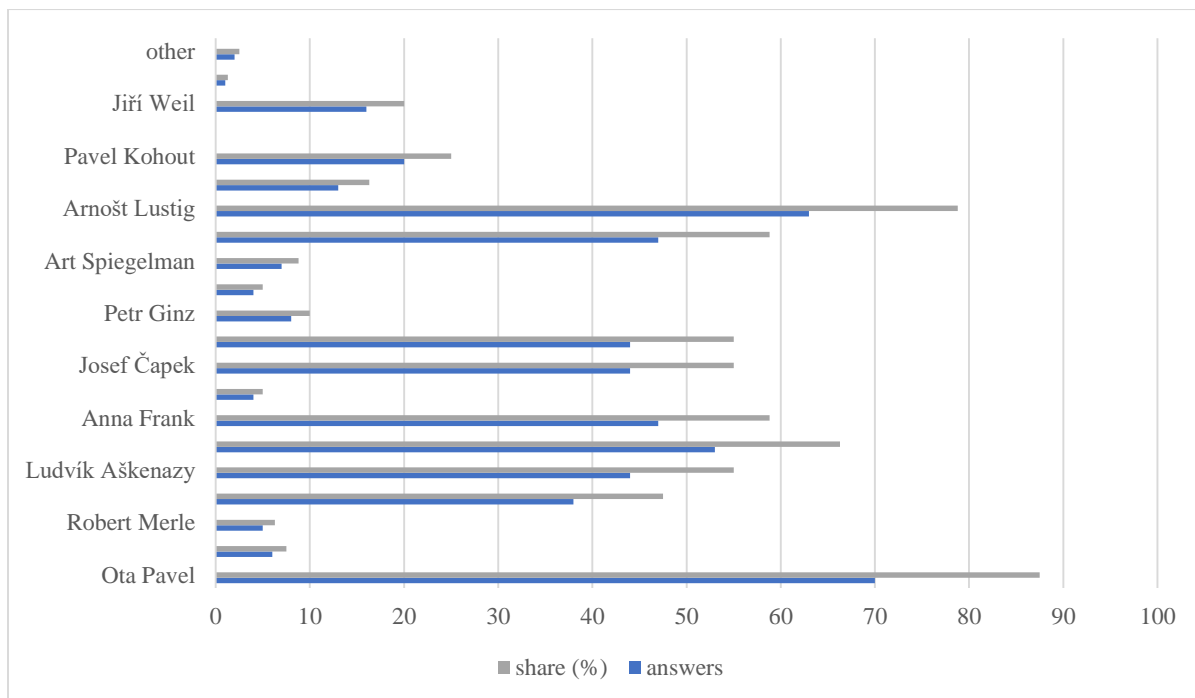


Figure 2: Representation of authors in literary lessons in which Shoah texts are presented

<sup>30</sup> These Czech authors belong to time-tested authors whose work is in some way connected with the theme of World War II (the issues of the Shoah or the Holocaust). See Table 1 for the specific application of their works in literary reading-books for the second grade of primary schools.

<sup>31</sup> The choice of E. M. Remarque is quite surprising because his work is not primarily related to the Shoah. We believe that respondents were guided by this choice mainly by using excerpts from literary works of this writer in reading-books for the second grade of primary schools, in connection with the phenomenon of World War II. Norbert Frýd belongs to writers surviving the concentration camp. He then wrote his experiences from concentration camps in the factual publication *Boxes of the Living* (*Krabice živých*).

As is clear from the graphic representation, Ota Pavel (87.5%) is the most represented author in the performance of certain Shoah-texts in literary lessons. Arnošt Lustig came second (78.8%) and Jan Otčenášek ranked third (66.3%). It is not surprising that Czech authors took first place in the first three places, whose pivotal shoemaking originated in the first decades after the end of World War II. All three authors placed primarily on adult literature (at the interface of intentional and non-intentional literature it is possible to include selected literary works by Ota Pavel – for example the story series *How I met the fish – Jak jsem potkal ryby*).

At this point it is worth mentioning a certain problem of literary education at the second grade of primary schools, which is primarily based on reading literary excerpts mentioned in the reading-books. These teaching aids are in most cases obsolete and are not based on intentional literature (literature for children and youth). In our opinion, this is one of the possible reasons why Czech children do not like reading, respectively why literary education in primary (lower secondary) schools does not motivate them to read – the texts they come with in their classes are mostly intended for adult readers, and as such have relatively little potential to address the current child (adolescent) recipient. Another problem is the choice of concrete samples from individual works – the samples should be of some interest, they should describe the essence of the work as a whole (to determine the basic features of the work) and should be of adequate length. Many contemporary literary reading-books do not fulfill the assumption either.

If we look at the results of the research investigation through the prism of the analyzed reading-books, there is considerable correspondence between the presented authors and the degree of representation of samples from the works of the given authors in the teaching aids.

**Ota Pavel**, as the most represented writer in the Shoah literary classes, is represented in **three different reading-books**, **Jan Otčenášek**, who placed third in the field of teacher opinions, is in **two different reading-books**<sup>32</sup>. The point for discussion is the representation of extracts from works by **Arnošt Lustig**. Within the reading-books, an excerpt from his work is found in **only one reading-book**. A considerable degree of presentation of this author's works by the respondents of the research may be due to the possible use of their own materials, the presentation of various books on the initiative of educators or the non-use of reading-book.

Some disturbances between the representation of authors within the reading-books and the degree of presentation of the writers can be found, for example, by Ilona Borská. Excerpts from the books of the author are contained in two teaching aids (in the context of reading analysis, this representation is considerable), within the quantitative phase of the research received only 5% of responses. In our opinion, this situation can be explained by the fact that teachers select samples that they will introduce to pupils (78.8% of respondents mentioned this possibility), while Ilona Borská's work does not feature in the selection.

Figure 3 presents the choice of respondents in the field of working with excerpts from literary reading-books (in the area of **quantity**). Teachers choose this procedure mainly due to the large number of samples contained in the reading-books, the lack of time (literary lessons are on average 1 lesson<sup>33</sup> per week) and the orientation of the entrance examinations at secondary schools to the grammatical component of Czech Language and Literature.

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<sup>32</sup> Compare Figure 2 and Table 1.

<sup>33</sup> I.e. 45 minutes.

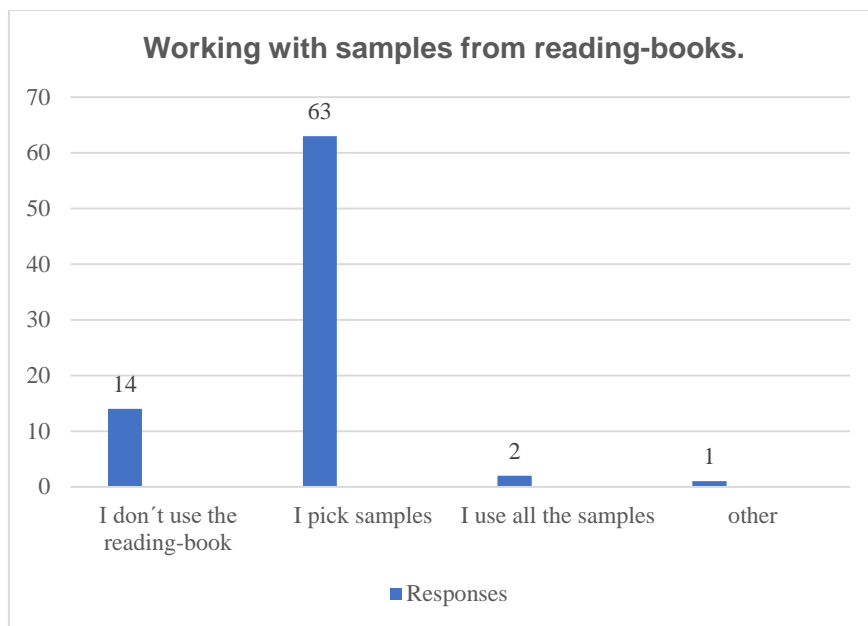


Figure 3. Working with samples from reading-books

Table 1: Application of the Shoah in Reading-books for the 2<sup>nd</sup> grade of primary schools.  
Taken from Mašát (2017: 74)

APPLICATION OF THE SHOAH IN LITERARY READING-BOOKS FOR THE 2 <sup>ND</sup> GRADE OF PRIMARY SCHOOLS					
PUBLISHING HOUSE	READING-BOOK NAME	AUTHOR(S)	LITERARY WORK	AUTHOR OF THE LITERARY WORK	SCHOOL GRADE
State Pedagogical Publishing House (SPN)	Čítanka 7: Literární výchova pro 7. ročník základní školy a pro odpovídající ročník víceletých gymnázií	Soukal	Koncert (UN) <sup>34</sup> , Moje první ryba (UN), Můžou tě i zabít (UN)	Pavel	7.
	Čítanka 9: Literární výchova pro 9. ročník základní školy a odpovídající ročník víceletých gymnázií		Chléb (UN)	Örkény	9.
	Literární výchova pro 2. stupeň základní školy a odpovídající ročníky víceletých gymnázií		Smrt je mým řemeslem (UN) Zákazy (UN) Vajíčko (UN) Kapři pro wehrmacht (UN)	Merle Orten Aškenazy Pavel	6. – 9.
Prodos	Čítanka 9	Dorovská Dagmar Řeřichová Vlasta	Romeo, Julie a tma (UN) Deník Anny Frankové (UN) Příběh staršího bratra (IN) <sup>35</sup> Obrazy (UN)	Otčenášek Frank Borská Čapek	9.
Fraus	Čítanka 8: pro základní školy a víceletá gymnázia	Lederbuchová Ladislava Stehlíková Monika	Je-li toto člověk (UN) Kchonyho cesta do světa (UN) Ukázka z deníku (UN) Zákazy, O čem ví tesknota (UN) Brutus (UN) Šťastný otec, Lásky ve šlojce, Úpadek (UN) Maus (UN) Sedmiramenný svícen (UN)	Levi Fuks Ginz Orten Aškenazy Taussig Spiegelman Škvorecký	8.
Národní škola	Čítanka pro 9. ročník základní školy nebo kvarty víceletého gymnázia	Vieweghová Thea	Zasvěcení (UN) Romeo, Julie a tma (UN) Sophiina volba (UN)	Lustig Otčenášek	9.

<sup>34</sup> UN – un-intentional literary work.<sup>35</sup> IN – intentional literary work.

			<b>Ospalý číšník lampy zháší (UN)</b>	Styron Orten	
<i>Alter</i>	Čítanka pro 6. ročník základní školy a příslušné ročníky víceletých gymnázií	Bradáčová Lenka a kolektiv	<b>Jak jsme s tatínkem servírovali úhořům (UN) Příběh staršího bratra (IN)</b>	Pavel Borská	6.
	Čítanka 7	Lískovcová Marta a kolektiv	<b>Pan doktor Strass (UN)</b>	Škvorecký	7.
	Čítanka pro 9. ročník základní školy a příslušné ročníky víceletých gymnázií	Lískovcová Marta Rezulíková Hana	<b>Co je lepší? (UN)</b>	Aškenazy	9.

## 5. Conclusion

The paper presented partial results of the research of mixed design, which deals with the opinions of teachers of Czech Language and Literature at the second grade of primary (lower secondary) schools in the Vysočina Region on the implementation of the Shoah theme in literary education. The responses of a limited sample of respondents in the presentation of individual authors, whose work is in some way related to the Shoah theme, showed some dependence between the representation of their works in reading-books and the extent of familiarization with extracts from their books.

Ota Pavel, Arnošt Lustig and Jan Otčenášek are the most presented authors in the literary education classes of tested teachers. The authors point to a certain stagnation in the presentation of literary narratives on the topic of the Shoah, at the expense of contemporary intentional production for children and youth with a given phenomenon.

We also marginally touched on the issue of a number of examples in reading-books for the second grade of primary (lower secondary) schools, and the related issues of how Czech Language and Literature teachers work with literary reading-books. We also briefly mentioned the potential of so-called cross-cutting themes in the framework of axiological<sup>36</sup> impact on young readers. Teachers who participated in the research are aware of this fact, which has been reflected in the relatively high level of election of individual so-called cross-cutting topics (especially humanitarian oriented).

Based on the results of the research in this field, we are led to the conclusion that a certain helplessness of teachers in the selection of suitable Shoah-texts that would demonstrate the defined phenomenon for pupils in a more accessible way is stated. We believe that there should be an update of the previews of the given topics in the reading-books, in the direction of contemporary intentional production, whose considerable number (especially in foreign book production) reaches a very high artistic level.

## Acknowledgements

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The authors declare no competing interests.

<sup>36</sup> See, for example, Sladová et al., 2016.

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## Manipulating a Child in the Family: Exploring Family Empowerment Models for Developing Positive Relationships

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### *Abstract*

Children and young people are one of the most vulnerable population to various forms of manipulation. The most common manipulative strategies used by parents are emotional and cognitive manipulation in situations like: marital disagreements, divorces, parental blackmail, economic exploitation of the child, imposition of their own ambitions on the child, etc. The results indicate that a large number of parents who have experienced some form of partner violence estimate that their children demonstrate behavioral changes and risky behaviors. This leads to the conclusion that unstable and conflicting relationships between spouse/partner can be a critical factor for inappropriate relationships with the child, and that unstable families are a very strong predictor of the child's asocial behavior.

**Keywords:** family relationships, child manipulation, violent behavior among partners, children's behavioral changes.

### 1. Introduction

Children and young people are one of the most vulnerable population to various forms of manipulation. The consequences for children make their healthy development and adoption of socially acceptable behaviors difficult and impossible. Considering the variety of forms and sources of manipulation and its consequences, we consider it justified and often inevitable to consider manipulation as a form of violence. Manipulation without regards to the victim's age is considered an immoral behavior that causes harm to another person by force and intimidation, deprives accurate information, denies healthy development and any form of freedom and sound decisions. Unlike physical violence with frequent explicit reactions from the abuser (and victim), psychological or cognitive intimidation is much more successful because it attempts to mislead, deceive, or other, mostly covert strategies, to eliminate its resistance and focus on the behavior by which the manipulator achieves personal benefit. Sometimes someone can consciously consent to the demands of the manipulator, without taking responsibility for their destiny and actions or avoiding facing the problems. Despite inevitably different views on the (un)justification of manipulation, child manipulation is one of the immoral phenomena considered in this paper in the context of domestic violence. The basic goal is to make systematic coercion, control, subordination, and as intense emotional and physical dependence on the other person (parents)

as possible, based on inaccurate information, and as revengeful behavior towards a partner or other person with whom the manipulator is in conflict. To describe the manipulation process would mean to describe the forms of intimidation, which depends on the rich repertoire of the manipulator. Basic manipulation techniques are often cognitive and emotional. For example, appeal to feelings, beautifying reality, psychic compulsions, deceiving, invoking authority, provoking fear, etc.; while cognitive manipulation techniques affect the very content of the message – altering and distorting reality, misinforming, lying about facts, misleading, and forcing the victim to consent.

- Considering the consequences of manipulation, we can consider it as a form of violence.
- Unlike physical violence, hidden forms of manipulation are difficult to detect.
- Basic manipulation techniques are often cognitive and emotional type.
- The results of the conducted research indicate that a large number of parents who have experienced some form of partner violence estimate that their children demonstrate behavioral changes.
- Unstable and conflicting relationships between spouse/partner can be a critical factor for inappropriate relationships with the child.

Some parents, especially when it comes to conflict marriages or divorces, try to portray their behavior entirely as childcare, although there are clear differences and boundaries between upbringing, protection and manipulation, consistency and indecision, freedom and subordination, as well as coercion to accept someone's opinions or behaviors that are not in the best interests of the child. At the same time, there are numerous opportunities to reduce the perceived problems of helping parents and children alike. The educational role of pre-school institutions, schools and social support at various levels plays a central role in the accomplishment of these tasks. Contemporary pedagogy focuses on the everyday problems of children and parents, as well as new functional literacies and competences in fostering the upbringing and development of children. Overcoming manipulative behaviors by parents and promoting the pedagogical culture of parents are prerequisites for the humane relationship of parents in caring for their child.

## 2. Children manipulation in the family – Forms and strategies

Despite proclamations about family as a place of love and safety, there are many paradoxes, including those related to child manipulation. According to the official and court reports, media reports, and many situations in everyday life, the family practice of manipulating children is very rich. Being aware of the complexity of the problem, our analysis contains only some basic forms and procedures of emotional and cognitive manipulation of children, especially in situations of conflict and divorce, material exploitation of the child, emotional blackmail and use of parental authority, manipulation of upbringing and discipline, as well as some situations in which parents promote personal goals and ambitions regardless of desires, interests or abilities, and even regardless of the health of the child (Zloković, 2007a).

Conflicts during the marriage or (pre)divorce phase or after the divorce can be short or long term, depending on whether the children have been brought into a network of parental hostility and manipulation. A study conducted by Macuka and Jurkin (2014), which aimed to examine the role of children's perceptions of different dimensions of parental conflict in explaining the prevalence of externalized and internalized problems of young adolescents, found that frequent conflicts between parents who are hostile and not constructively solved represent a risk factor that may adversely affect children's psychosocial functioning. Affected by abandonment by a partner, parents can turn to manipulating the child's feelings, developmental needs, and generally his or her rights. Everyday practice records numerous cases of child manipulation. Some parents often put the child in very unfavorable situations before or after the divorce, such as: the

child acting as a mediator between the parents; a child who is forced to assume the role of the former “partner”; obstruction of equal parental child care; denying the child the right to see and live with the other parent; the denial of the child's right to see his grandparents by the other, “non-caring” parent (Zloković, 2007a).

Parent manipulator use the child for mediation in communication, thus, fighting with the person with whom he/she has recently been in a partnership (“Tell your mother”, “Tell your father”, “Warn your father/mother not to speak to me”, etc.). The child is often expected to act as a mediator or otherwise emotionally and physically participate in the conflict between the parents. In this role, the child is most often confused and intimidated. He begins to perceive his family and the world around him as insecure places, and in his relationships with other people or towards himself he shows distrust and guilt. By manipulating feelings, some parents blame the child for disagreement, abandoning a partner, or trying to make him or her “partner” with whom he or she will share all problems and solve all life situations. The other parent is mostly talked about negatively, and on an emotional level, the child is blackmailed and forced to show evidence of loyalty and love (“If you leave me too, I will die/kill myself”, etc.).

The responsibility of the child sometimes shifts to the level of responsibility of the adult, which, given the consequences, is considered detrimental to the child's further development (Zloković, 2007 a). There are numerous cases of denial of the right to see another, “non-custodial” parent, where the custodial parent invokes the protection and best interests of the child. In fact, manipulating the child often obstructs the child's developmental and other rights (fabricating symptoms of the illness of the child, busy school and extra-curricular responsibilities, insufficient care for the child while staying with the “visitor parent”, etc.). A lot of manipulator parents expect unconditional emotional gratitude and “debt repayment” for caring for child, as opposed to another (not)caring parent who either “dislikes” them or “left” both of them. Putting a child in a situation of having a dual role towards parents is not a rare occurrence, although speaking about manipulation, it does represent a form of violence (Zloković, 2007a).

In the context of marital instability, the breakdown of nuclear families, and the establishment of new – binuclear families or cohabitation relationships, the role of grandparents remains more important in terms of family relationships (Johnson & Barer, 1987). Denying the rights to see grandparents, considering the developmental role of older family members (especially in divorce situations), manipulation of the child becomes even more pronounced and far more reaching. Grandparents provide many often “unrecognized” functions in modern families (Szinovacz, 1998). Often, they provide an economic source to young generations and other family members (Bengtson & Harootyan, 1994); contribute to the solidarity and continuity of the family through time (King, 1994; Silverstein, Giarrusso & Bengtson, 1998); they provide the basis of stability for teenage mothers who are raising new-borns and have been abandoned by their partners. During the first year of divorce, two-fifths of divorced mothers move in with their parents again until they start living independently again (McLanahan, 1983; Goldscheider & Goldscheider, 1993, according to Bengtson, 2001). Perhaps the most dramatic example is one in which grandparents, as their only loved ones, raise their grandchildren or even great-grandchildren. Obstruction of economic care for the child, considering possible existential and developmental consequences, must also be considered in the context of manipulation. Results of the Single Family Study - Personal Experiences and Environmental Attitudes show that a parent with whom a child does not live is rarely involved in child care (State Institute for the Protection of the Family, Maternity and Youth, 2003, more in: Report of the Office of the Ombudsman for Children, 2004: 34).

In the context of material blackmail among parents and the economic exploitation of the child, placing the child (or adult) in an emotional, physical or economic position in which promises, pranks, blackmail, coercion or intimidation are used to satisfy any personal interests

and needs without leading taking care of his feelings, abilities, health, age and negative consequences or harm of any kind is considered to be *exploitative*.

It is evident an interaction of different forms of economic exploitation of children such as: deprivation of a child's basic means of subsistence; materializing the child's intimacy; material blackmail of partners – as a condition of meeting a child; manipulating the illness and health needs of the child. According to the UNICEF Report on the Analysis of the State of the Rights of the Child in Croatia, the economic exploitation of children refers to the “unauthorized disposal of a child's material resources” (UNICEF, 2014: 121). In 2013, the Ombudsman for Children received 26 inquiries and complaints of this type, some of which related to the exploitation of children by family members (UNICEF, 2014). Some parents satisfy their personal needs by depriving children of their basic material resources – alimony, family pensions, assistance from a social welfare center, etc., while leaving child care to others, often, grandparents and relatives who are emotionally blackmailed into doing something “if they love a child”. In the reports of the Office of the Ombudsman for Children of the Republic of Croatia, for many years, we continuously keep finding examples where some mothers leave children to care for their elderly parents, do not contact their children, contribute to their maintenance, but use the property of their minor children, such as child allowance, family property, etc. The partner's material blackmail is also a possible “source” of income for some mothers who require child's father to regularly see the child and participate in its upbringing with high amounts of money, and after some of them succeed, they continue to blackmail and manipulate the children (Zloković, 2007a).

By appealing to the moral sense and humanity of relatives, friends, or strangers, some manipulative parents also exploit the (poor) health of the child by extorting money, housing, etc. Emotional dependence, excessive control or overprotection is also considered harmful for the development of the child, keeping the child exposed to psychological pressure for a long time in an extremely limited emotional and social environment.

Practices in which parents impose their ambitions as an obligation on their children are very dangerous, as well. Satisfying the wishes and interests of the parents only, and parent's demands that are not in line with the child's gender, age, abilities, health or interests, have many negative consequences for the child. An illustrative example of parental manipulation is found in different areas of life, and it often occurs if the child becomes a “transmitter” of parental ambitions and desires, or, if the parent blackmails and complains about the child's own failures. The consequences of manipulation are not always immediate. Many manipulated persons even manifest their feelings of “satisfaction” due to the fact that, in a certain way, someone cares for them, that they do not have to take responsibility for their own decisions, as well as for a sense of apparent freedom.

Reasons why some parents treat their children inappropriately can only partly be found in repeating their parents' behavior patterns, as well as in a personal specific value system, or in the belief that their children are morally and justifiably used in pursuing all their personal interests – emotional or material.

The strategies that manipulative parents can use are very diverse, and here are just a few that can be conditionally presented as strategies for emotional and cognitive manipulation of children. *Emotional manipulation* is evident in the cases like: false parental empathy and acting unconditional child care; indulging the child and tweaking it only to make it difficult or impossible for the other parent to communicate with the child; continuous appeal to the emotions of the child; playing the role of the parent of the benefactor, i.e. the parent of the martyr; encouraging the child to feel guilty if he or she is in contact with the other parent; creating emotional (co)dependence on one parent; covert child intimidation for any attempt to deny parental love; concealment of actual verbal or physical aggression; extorting the opportunity for new evidence – emotional blackmail. Emotional blackmail directed toward the child in scientific and professional literature is described

as forms of emotional “slavery”, emotional “incest”, abuse of power of authority, or the promotion of the role of the parent of the “sufferer” (Zloković, 2007a). In the pattern of emotional bondage or even emotional incest – also referred to as “Daddy Princesses” and “Little Princes” syndrome – the parent often shows love for the child in the way he or she loves a partner (Soulwork Systematic Coaching). The parent turns to the child as the source of the partner’s love and, infrequently, even very consciously, expects the child to fulfil his or her emotional needs, as a person in a partner relationship would normally do. The real partner is rejected or moved to an imaginary or marginal role. The incestuous upbringing style, erotic comments and exhibitionist behaviors that enter the sexual intimacy of the child and encourage sexual fantasies against the parent are considered manipulation and violence against the child. Demanding emotional support as partner’s one, sharing feelings, responsibilities, making important shared decisions are appropriate for adult relationships, but not for the parent-child relationship. Situations in which parents are divorced, and the child lives with the parent of the opposite sex are particularly delicate (Zloković, 2007a).

Parents who emotionally bind a child to themselves try to maintain it even when they are adults. There are various manipulation procedures involved: causing guilt, emotional blackmail, requests to spend time solely together, until you show jealousy or anger at your child’s partner. Emotional “repayment” for birth and parental care, given the ability to manipulate some children, becomes lifelong. The manipulator parent can also use the “power of authority” and incite fear to achieve a personal goal. Parental pseudo-authority allows for a quick and straightforward decision to adopt parental thinking and/or behavior. This type of “argument” is also based on justifiable trust in the authority of the parent, as well as in the name of the principle that the child alone “cannot” check everything that is proposed to him (Breton, 1996).

Even with the imposed and excessive attention to the child, one sometimes tries to replace the other parent, the one who is blamed for neglect, although this is often not true. The parent in the role of “sufferer” (re)emphasizes his sacrifice for the child, assumes the child’s responsibilities, allows the child to make all decisions independently and without consulting the other parent, as in many other ways trying to obtain (“buy”) the love of his own child.

Strategies of *cognitive manipulation* (although difficult to separate from emotional) are often expressed as: creating a precise plan and tactic in separating the child from another parent or relative; insincerity towards the child and lies about the other parent or relative’s parents; misinformation and concealment of one’s goals in separating the child from the family; selective inattention – “accidental” mistakes and omissions; child care overload; transferring blame to others, unknown child, culprits or other parent; strategies for the subsequent remediation of harm if the child manifests the unintended consequences of manipulation as a stressful situation; establishing control over the victim – her needs, interests, movement; coercion to consent to a child’s loyalty and obligations to the child who manipulates the child (Zloković, 2007).

Manipulation is often masked by various messages and phrases that can be read – “I think for you”, “Ask nothing and do only what I order”, “I am your only parent/friend”, “It’s best for you”, “Look for nothing else, no better”, “If you let me down, don’t count on me anymore”, “Your father/mother doesn’t love us anymore”, “Your father/mother doesn’t want to see you anymore”, etc., which may be manipulated by children and young people in different situations and for various reasons.

### 3. Methodology

#### 3.1 Sample

Based on the *Family Discourse in the Context of Domestic Violence Survey* conducted in 2017 as part of the project “Pedagogical Aspects of Family Relations” at the University of Rijeka, we used the instrument (more in Zloković & Čekolj, 2018) in which the focus is on adults who are personally experienced or committed violence among or against spouses or extra-marital partners (N=200). Both sexes were equally involved in the study: women (52.5%, N=105) and men (47.5%, N=95), of whom 184 were parents.

Sixty-four respondents had one child (34.8%); seventy-seven respondents had two children (41.8%); fifteen respondents had three children (8.2%); three respondents had four children (1.6%). Five children had a smaller number of respondents (N=2; 1.1%), six and eight children had an equal number of respondents (N=1; 0.2%).

Overall, the interviewed parents had 299 children. There were 48 parents of male children (29.4%); parents of female children 58 (35.6%) and male and female 57 (35.0%) parents.

#### 3.2 Instrument

For the purpose of this research, a special instrument has been constructed based on the scientific literature and previous research, as well as direct professional experience in dealing with family relationships. The first part of the questionnaire contained elimination questions that determined the further course of completing the questionnaire. The second part of the questionnaire concerned respondents with children who were asked about the number of children, their age and gender. This section also included questions about the consequences that partner violence experienced or committed on children (e.g. anxiety, psychosomatic problems, aggressive behaviors, fear, academic difficulties, etc.) and possible forms of violence experienced or perpetrated against children (e.g. false reports to institutions for actions and behavior in relation to the child, emotional blackmailing of partners, prevention of seeing the child, etc.).

### 4. Results

Based on questions regarding to parents' self-assessment of changes in their children's behavior that they consider to have occurred as a result of conflicting behaviors between them and the partner, the findings indicate a high number of children living in unhealthy family environments. The majority of respondents, almost half, saw the onset of sadness, anxiety and irritability (47.9%) as a change in children's behavior. Less than 5% of respondents indicated that their children began to show distrust towards their mother (2.2%), fear of stepmother (0.6%), fear of stepfather (4.3%). The second most frequent children's behavioral change respondents cited an excessive need for attention (39.8%), followed by defiance and disobedience (38.1%). It is also worth mentioning that a large percentage of the answers indicate that children subsequently withdraw into themselves (35%), but also avoid spending time together at home (30.1%) and tend to lie, invent and overdo it (31.9%) and anxiety (36.2%) (Table 1).



Table 1. Parents' self-assessment of perceived changes in children's behavior as a cause of partner violence

Frequency (Percentage %)

N=163

	Never	Rarely	Sometimes	Often+ Very often
Sadness / anxiety / irritability	18 (11.0%)	26 (16.0%)	37 (22.7%)	78 (47.9%)
Unfounded fears / anxiety	37 (22.7%)	29 (17.8%)	34 (20.9%)	59 (36.2%)
Retreat into yourself	33 (20.2%)	23 (14.1%)	46 (28.2%)	57 (35.0%)
Excessive need for attention	40 (24.5%)	22 (13.5%)	32 (19.6%)	65 (39.8%)
Depression	73 (44.8%)	24 (14.7%)	28 (17.2%)	31 (19.0%)
Spending time alone in the house	58 (35.6%)	19 (11.7%)	34 (20.9%)	49 (30.1%)
Self-injury	123 (75.5%)	8 (4.9%)	16 (9.8%)	12 (7.4%)
Psychosomatic problems (frequent headaches, headaches, skin problems, etc.)	60 (36.8%)	19 (11.7%)	30 (18.4%)	49 (30.0%)
Sleeping difficulties	69 (42.3%)	28 (17.2%)	30 (18.4%)	32 (19.6%)
Eating difficulties	60 (36.8%)	21 (12.9%)	32 (19.6%)	47 (28.8%)
Defiance and disobedience	32 (19.6%)	31 (19.0%)	31 (19.0%)	62 (38.1%)
Aggressive behavior towards others	62 (38.0%)	27 (16.6%)	28 (17.2%)	40 (24.5%)
Aggressive behavior towards animals	124 (76.1%)	14 (8.6%)	7 (4.3%)	15 (9.2%)
Destruction of material goods	99 (60.7%)	19 (11.7%)	16 (9.8%)	24 (15.5%)
Lying, fabricating and / or covering up events, exaggerating	61 (37.4%)	27 (16.6%)	19 (11.7%)	52 (31.9%)
Absence from home	113 (69.3%)	16 (9.8%)	8 (4.9%)	15 (9.2%)
Hostile disposition towards family members	53 (32.5%)	31 (19.0%)	29 (17.8%)	45 (27.6%)
Restraint from other family members	60 (36.8%)	25 (15.3%)	19 (11.7%)	54 (33.2%)
Fear of father	81 (49.7%)	19 (11.7%)	21 (12.9%)	33 (20.2%)
Fear of mother	80 (49.1%)	14 (8.6%)	22 (13.5%)	39 (24.0%)
Fear of stepfather	86 (52.8%)	4 (2.5%)	5 (3.1%)	7 (4.3%)
Fear of stepmother	92 (56.4%)	0 (0%)	1 (0.6%)	1 (0.6%)
Distrust of father	67 (41.1%)	30 (18.4%)	22 (13.5%)	38 (23.3%)
Distrust of mother	75 (46.0%)	22 (13.5%)	20 (12.3%)	38 (23.4%)
Distrust of stepfather	83 (50.9%)	3 (1.8%)	5 (3.1%)	9 (5.5%)
Distrust of stepmother	90 (55.2%)	0 (0%)	1 (0.6%)	4 (2.2%)
Distrust of adults in general	65 (39.9%)	27 (16.6%)	34 (20.9%)	28 (17.2%)
Difficulties in relationships with peers	63 (38.7%)	24 (14.7%)	29 (17.8%)	43 (26.3%)
Behavioral difficulties in school / kindergarten	73 (44.8%)	19 (11.7%)	20 (12.3%)	44 (27.0%)
Learning / concentration difficulties	49 (30.1%)	24 (14.7%)	28 (17.2%)	48 (29.4%)
Deterioration of school achievement	63 (38.7%)	23 (14.1%)	19 (11.7%)	36 (22.0%)

Except the observed changes considering to parents, family and various other psychosomatic problems, according to the parent's observation, children also show difficulties in relation to their peers (26.3%), learning difficulties (29.4%) and school achievement (22%). Good school or kindergarten behavior (27%) is also disrupted. It is evident that a large number of children face many life difficulties early on. By cumulating the problem, one can also talk about the potential adoption of some risky lifestyles.

When we talk about the occurrence and frequency of forms of manipulation among partners, a large number of findings were noted suggesting that there were inadequate relationships in families attended by children. The largest number of respondents stated that they

often or very often experienced verbal conflict with their partner in front of the child (55.8%). Slightly less than half of the respondents stated that they experienced obstruction of active participation in the child's upbringing and life (45.4%) or intimidation of the child by the other parent (43.5%). Certainly, we can't neglect the results that show that 40.5% experienced withholding information about a child; spousal violence against the child (38.7%), emotional blackmail (35.6%), material exploitation and misappropriation of money intended for the child (35.6%), prevention of seeing and meeting the child (35%). The smallest number of respondents stated that they had reported to institutions for violent treatment of a child (11%) or deliberately falsely reported members of the wider family to institutions and/or civil society organizations for actions and behavior in relation to a child (9.8%) (Table 2.).

Table 2. Frequencies and percentages of answers to the question  
“Have you ever experienced any of the following by your husband/wife?”

Have you ever experienced from your husband/ wife any of the following practices?	Frequency (Percentage %) N=163			
	Never	Once	Several times	Often + Very often
Report to institutions and/or civil associations for inappropriate and/or abusive acts and behavior against a child	111 (68.1%)	9 (5.5%)	25 (15.3%)	18 (11.0%)
Deliberate false reporting to institutions and/or civic associations for actions and behavior in relation to a child	95 (58.3%)	21 (12.9%)	17 (10.4%)	30 (18.4%)
Deliberately deceiving and spreading falsehood to family members and close friends about inappropriate and/or aggressive behavior towards a child	71 (43.6%)	9 (5.5%)	32 (19.6%)	51 (31.3%)
Requests to officially prohibit contacting and/or socializing with other members of your family	108 (66.3%)	13 (8.0%)	18 (11.0%)	24 (14.7%)
Intentional false reporting of members of the wider family to civil society institutions and/or associations for actions and behavior in relation to the child	115 (70.6%)	19 (11.7%)	13 (8.0%)	16 (9.8%)
Emotional blackmail, threats and / or intimidation by taking away child care	50 (30.7%)	14 (8.6%)	41 (25.2%)	58 (35.5%)
Denial of alimony or other available child allowance	114 (69.9%)	9 (5.5%)	12 (7.4%)	28 (17.2%)
Material exploitation and unintended spending of money intended for a child	69 (42.3%)	10 (6.1%)	26 (16.0%)	58 (35.6%)
Preventing seeing and meeting the child even though they are determined by decision and judgment	89 (54.6%)	5 (3.1%)	16 (9.8%)	53 (32.5%)
Preventing seeing and meeting a child	79 (48.5%)	5 (3.1%)	22 (13.5%)	57 (35.0%)
Preventing active participation in the child's upbringing and life	68 (41.7%)	2 (1.2%)	19 (11.7%)	74 (45.4%)
Withholding information about the child (e.g. health, interests, activities, ...)	70 (42.9%)	1 (0.6%)	26 (16.0%)	66 (40.5%)
Alienating a child from you (intimidating, deceiving a child)	60 (36.8%)	6 (3.7%)	26 (16.0%)	71 (43.5%)
Verbal conflicts in front of the child	19 (11.7%)	12 (7.4%)	41 (25.2%)	91 (55.8%)
Partner's violent behavior towards you in front of your child	48 (29.4%)	10 (6.1%)	42 (25.8%)	63 (38.7%)

## 5. Discussion

The aim of the research was to examine the existence and frequency of perceived forms of violence by spouses/partners, as well as to assess parents' perceived changes in children as a cause of conflicting and violent behavior among parents. The result that shows that the most observed behavior change relates to the onset of sadness, anxiety and irritability of the child (47.9%) is the study by Macuka and Jurin (2014) according to which children who report higher levels of frequent, intense and weak resolved conflicts between their parents have higher scores on depression. Similarly, Campbell and Lewandowski (1997) point out several signs that

characterize children's reactions to traumatic family events, such as: sleep problems, excessive fear responses, developmental regressions, deliberate avoidance, panic, irritability, psychophysiological disorders, etc.

Other researches note examples of behaviors of children of different ages, who have witnessed some form of parent conflict. The behavior of children between the ages of 6 and 18 includes: frequent participation in fights, vagrancy, unjustified absences from school. Children between the ages of 18 months and 5 years are cruel to animals, physically assaulting other people and unwilling to sleep alone (McFarlane, Groff, O'Brien & Watson, 2003).

Authors Hegarty, Taft and Feder (2008) highlight the connection of partner violence with child abuse and highlight the poor consequences for children who have witnessed conflict between parents. Children exposed to intimate partner violence are at greater risk for physical, emotional, behavioral and educational problems that can persist into adulthood (Hegarty, Taft & Feder, 2008).

In accordance with the high percentages of violent behavior experienced by partners, we find similar results in the work of other researchers. For example, Thompson, Bonomi, Anderson, Reid, Dimer, Carrell and Rivara (2006) point out that, of the total number of intimate relationships, 14.7% reported violence of any kind and 45.1% abused women has experienced multiple types of violence. Depending on the type of partner violence, 10.7% to 21.0% of victims experienced violence by multiple partners over a period of 1 year to 5 years. Rates of violence were higher for younger women, women with lower incomes and lower levels of education, single mothers and those who had been abused in has particular importance for his or her development, emotional security, social competence, intellectual achievement, as well as the very relationship that, when he or she becomes a parent, he will have with his own children. Conceptual approaches to defining parenting start from a range of individual abilities, environmental influences, and the characteristics of the child itself. We approach the understanding of the parental role as a multidimensional interactive process (Klaus & Kennell, 1976). Research by Burgessa and Congera (1978) show the importance of positive interaction between both parents as well as both parents with their child.

Children whose mothers did not have a positive relationship showed deficits in social skills, had poor self-esteem, and their mothers had broken relationships with their partner, which all together led to a weakening of the mother-child relationship. Studies on fathers who have not had a positive relationship with children refers to emotional problems, a lack of social contacts, as well as reduced working capacity of children (Egeland, 1990). Unstable relationships with a partner have been shown to be a critical factor in poor relationships, as well as inappropriate relationships with the child. Parents who care about children inappropriately provide very little positive and stimulating interaction. For this reason, children most often show lack of positive social contacts, inappropriate activities and sometimes high levels of depression. Unstable families are a very strong predictor of the child's asocial behavior (Rosić & Zloković, 2002).

The roles of women and men culturally and over time define influence on both women's and men's point of view on their duties in the care and child upbringing. Growing up in a family with both parents increases the assumption of mutual agreement about decision making, economic security, better child care, emotional support, better motivation and better success. But sometimes overworked and often nervous parents may show little care and unexpected little encouragement to their children. The ability of a single parent such as a mother to take care of her child depends not only on financial security but also on other relationships such as age, education, parenting style, individual personality traits, value system, etc. Although many families have many problems, this does not automatically make them the category of parents who care less about their child. The situations are different, and the incomplete family cannot be considered outside the context of other factors.

The distinction of the functional “role of the mother” and “the role of the father” is nowadays mainly found in some traditional middles, particular cultures and religions. Undoubtedly, although in traditional cultures the roles of women and men were “clearly” defined, in most cases these divisions were functional and given by the geographical and political context in which people live. Despite some possible differences that arise with respect to the role of parents in the lives of children, there are no relevant differences between a man and a woman when it comes to their ability to care for a child.

## 6. Conclusion

Children are exposed to various forms of influence that are often not easy to notice. The problem of manipulating children is often ignored as a family problem, and due to forms and consequences it can also be considered in the context of domestic violence. Considering the consequences, in 1958, Vance Packard drew attention to the remarkable possibilities of manipulation, which led to the development of whole strategies especially adapted to even the early age of children. The basic goals of contemporary definitions of the child upbringing are self-realization and full child development, free personality, liberation from any kind of inequality, development of personality as well as equal participation at all social levels. On the other hand, the primary aim of manipulation is to pursue, for the most part, purely personal interests, mainly through fraud and coercion, and regardless of the consequences for the victim. In order to achieve this goal, man is governed as an object that becomes a manipulative object, a “living toy”.

In order to deepen their understanding of the problem and to enrich scientific knowledge, for further research, the authors recommend conducting research that would involve the children of abusive parents, that is, examining their own assessment of relationships in the family witnessing mutual parent violence. Certainly, such a holistic and human-developmental approach would be a solid basis for further developing family empowerment strategies for developing positive relationships and family togetherness, and thus contributing to reducing the global problem of domestic violence and manipulating children by parents.

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## Correlation Between Family Resilience Factors and the Satisfaction with Peer Relationships

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### *Abstract*

The aim of the research is to determine the correlation between the factors of family resilience and the satisfaction with own peer relationships. The purpose of the research is linked to planning adequate activities for university students of the Faculty of Educational Sciences of the Juraj Dobrila University of Pula, Croatia, regarding their peer relationships in a wide sense, because relationships with peers have a very important role in adolescence which can be understood with regard to decisions made by adolescents, as well as to the way they behave. The regression analysis has been used as the multivariate method of data processing. The scientific value of the obtained results is manifested through indicators showing that both the help and support in problem solving offered by family and pleasant family atmosphere is important for a satisfaction with one's peer relationships.

**Keywords:** family, peer, resilience, satisfaction, university students.

### 1. Introduction

Numerous researches (Luthar Cicchetti & Becker, 2000; Luthar & Cicchetti, 2000; Patterson, 2002a; Walsh, 2012; Southwick, Douglas-Palumberi & Pietrzak, 2014) have been dealing with family resilience. As an upgrade of individual resilience, the concept of family resilience appeared and its roots can be found in researches about stress and families' facing and adaptation to adversities (Patterson, 2002a).

Earlier researches of family resilience (Hawley, 2013) were under the influence of the strength-oriented approach and researchers defined resilience as a characteristic of the family (Henry, Sheffield & Harrist, 2015). Researchers were oriented toward the identification of characteristics or strengths of the resilient family, while the level of those strengths was seen as resilience. The most commonly mentioned family strengths were respect and love, positive communication, commitment, spiritual wellbeing, time spent together and the ability to cope with adversities (DeFrain & Asay, 2007). Such an understanding of family resilience is also dominant among practitioners (Patterson, 2002a). They consider family resilience a synonym of family strength and it includes the capacity of the family to successfully cope with challenging life circumstances (Patterson, 2002b). A major objection to such a view of family resilience is that it does not take into consideration the level of risk to which the family is exposed, or the potential interaction between risks and protective factors (Ungar, 2013), while the importance of

differentiating between family resilience and strength is pointed out (Patterson, 2002b; Ungar, 2013).

Family resilience is usually defined (Luthar et al., 2000; Luthar & Cicchetti, 2000) as a dynamic process in which good outcomes are realized despite being exposed to risks. Hawley & DeHaan (1996, after Becvar, 2013) define family resilience as the path followed by the family during their adaptation and advancement in facing stress, both in the present and during the pass of time. According to them, a resilient family has a positive reaction toward such conditions, but in a unique way which depends on the context, developmental level and the interactive combination of risks and protective factors, as well as the family perspective.

Southwick et al. (2014) point out that determinants of resilience include a host of biological, psychological, social and cultural factors that interact with one another to determine how one responds to stressful experiences.

Black and Lobo (2008) point that family resilience is the successful coping of family members under adversity that enables them to flourish with warmth, support, and cohesion. Notable factors of resilient families include: positive outlook, spirituality, family member accord, flexibility, family communication, financial management, family time, shared recreation, routines and rituals, and support networks. A family resilience orientation, based on the conviction that all families have inherent strengths and the potential for growth, provides the family nurse with an opportunity to facilitate family protective and recovery factors and to secure extra familial resources to help foster resilience.

On the other hand, relationships with peers have a key role in adolescence which often has as a consequence the need to do what peers demand, which can be understood with regard to decisions made by adolescents, as well as to the way they behave. Research shows (Lerner & Steinberg, 2004; Allen, Chango, Szewedo, Schad & Marston, 2012) that the higher the adolescents' autonomy from peers, the higher their capability to resist their negative pressure, which depends on the young's maturity and is increased with age. Susceptibility to the group influence also depends on their common closeness, the quality of friendship and assertive rejection (Glaser, Shelton & Bree, 2010). Research also shows that subjective satisfaction is positively related to a variety of interpersonal variables that include measures of quality relationships with parents, as well as with non-family relations that provide emotional support, such as experiences in different institutions as school and faculty, and with peers (Suldo & Huebner, 2004; Shek, 2005; Konu, Lintonen & Rimpellä, 2002).

A family that supports a young person and satisfaction with own peer relationships are determinants of resilience that include a lot of factors, mostly biological, psychological, social and cultural. Those factors interact with one another to determine how one responds to different, mostly very stressful, experiences. Based on these foundations this research was carried out.

## 2. Aim, hypothesis and purpose of the research

The aim of the research is to determine the correlation between the factors of university students' family resilience and the satisfaction with own peer relationships. The study was done on university students (N=135) enrolled to the Faculty of Educational Sciences of the Juraj Dobrila University of Pula, Croatia.

The hypothesis was based on the assumption that there are statistically significant connections between the satisfaction with own peer relationships and factors of family resilience because relationships with peers have a very important role in adolescence which often has as a consequence the need to do what peers demand, which can be understood with regard to decisions made by adolescents, as well as to the way they behave.



The purpose of the research is linked to planning adequate activities for university students of the first study years regarding their peer relationships in a wide sense.

### 3. Methods

#### 3.1 *Sample of examinees*

The convenient sample of examinees was formed by first-year students of the Faculty of Educational Sciences of the Juraj Dobrila University of Pula, Croatia, namely 135 students.

A total of 98.5% of female and only 1.5% male students took part in the research. The largest number of examinees or 58.5% were in their nineteens. If summed up, most students, about 85% of them, were aged 18 to 20.

#### 3.2 *Sample of items*

The Questionnaire for the evaluation of family resilience was used for the needs of this paper. It is the instrument Family Resilience Assessment Scale (FRAS) (Sixbey, 2005) which was taken over and standardized for the Republic of Croatia (Ferić, Maurović & Žižak, 2016).

It started to exist following the family resilience model set by Walsh (1998). The model was based on the paradigm oriented toward competences and strengths (Walsh, 2002). It included three processes important for family resilience: the family system of belief, the family organisation and communication and solving problems. Sixbey (2005) developed the FRAS instrument based on the aforementioned Walsh's model. Its original version had 66 variables divided into nine sub-constructs which described the model and one "open" question. The factor analysis of the original instrument did not confirm the theoretical model of nine constructs (factors) because the items did not follow it by content. Based on the screen plot analysis, the characteristic square root and explained variance, Sixbey (2005) checked the six-factor solution which proved to be meaningful. This resulted in the exclusion of 12 items of the original questionnaire.

More experiments were carried out in different countries with the aim of validating the FRAS instrument. On Malta (Dimech, 2014) it was considered a valid instrument to measure the family resilience in the Maltese context, but with the notification that it was necessary to carry out a research on a larger sample to determine the validity of FRAS – MV. In Turkey, Kaya and Arici (2012) carried out a research with the aim of validating the FRAS instrument. The authors concluded that the Turkish version of the abbreviated instrument showed an acceptable reliability and could be used in psychology as a valid and reliable instrument, while a similar research was conducted in Romania on a population of pupils and their families (Bostan, 2014). In Italy the aim of the research was to estimate family resilience, albeit with chronic diseases patients, then the adaptation and confirmation of the Italian version of the instrument (Walsh-IT) which offers a profile of family resilience processes before and after interventions and assessment (Rocchi et al., 2017). However, the foreign research carried out with the aim of validating the FRAS instrument showed that this instrument had some flaws. The family connection as a scale had lower or low Cronbach alphas in all aforementioned research studies, while in some research this was the case for the scale Family spirituality as well. The reason for such results can lay in the translation of the instrument, but also in the different understanding of family connections and/or spirituality in different cultures and environments. This instrument's metric characteristic and factor structure were conducted and checked in Croatia even earlier (Blažević, 2012). The results of this research have to be carefully analyzed since a large number of variables of the original questionnaire have been excluded.

In the version used in this research (Ferić et al., 2016), the confirmatory factor analysis has shown that the shortened version of the FRAS instrument containing 45 items extracts six factors. This factor solution is similar to the original instrument to a great extent (Sixbey, 2005), but also to other inspections of the factor structure in various countries (Kaya & Arici, 2012; Bostan, 2014; Dimenich, 2014; Rocchi et al., 2017). The reliability of the four scales is satisfactory ( $\alpha$ = from .65 to .92), while two scales show a lower reliability (Giving meaning to adversities,  $\alpha$ =.58, Neighbours' support  $\alpha$ =.60). Descriptive factors indicate an asymmetry in the results distribution on all factors, or high values of results, which could indicate a poor sensitivity of the instrument.

Pursuing all previously said, the items found in the paragraph Results and Discussion have been considered as factors of family resilience (predictor items) for the needs of this research. It was possible to give answers following the five-degree Likert type scale – 1=I completely disagree, 2=I mostly disagree, 3=I neither agree nor disagree, 4=I mostly agree and 5=I completely agree. The criterion item *The satisfaction with own peer relationships* was added (on the scale from 1 to 10).

### 3.3 Methods of data processing

Basic statistical value and the regression analysis as the multivariate method of data processing determining the prognostic validity of the predictor items set were used for data processing. Data were analyzed using the SPSS Statistics 24.0 Standard Campus Edition (SPSS ID: 729357, 20 May 2016).

### 3.4 Methods of data collection

The research was carried out in 2017 using the method of polling among first year students of the Faculty of Educational Sciences of the Juraj Dobrila University of Pula. Before students started to fill in the questionnaire, the author gave them instructions on how it was to be filled in, she guaranteed anonymity and explained that the collected data would be only used for scientific purposes. The participation in the questionnaire was voluntary and students were explained that they could give it up at any moment of its completion.

## 4. Results and discussion

The family resilience factors' arithmetic means (Table 1) are highest for items: *In hardship, members of our family support each other (item 36)*, *We feel good when we spend time at home (item 31)*, *In our family we believe that we have the strength to cope with difficulties (item 32)* and *Our relatives and friends are ready to help in need (item 10)*.

Table 1. Basic statistical values of the observed items

	Minimum	Maximum	Mean	Std. Deviation
<i>The satisfaction with own peer relationships</i>	3.00	10.00	8.7407	1.4709
1. <i>We reach important family decisions together</i>	1.00	5.00	3.7926	1.0587
2. <i>We are able to reach common understanding even when we go through hard moments</i>	1.00	5.00	3.8148	1.0663
3. <i>Family members understand each other</i>	1.00	5.00	3.6370	1.0832

4. <i>We seek help and support from relatives and friends</i>	1.00	5.00	3.0889	1.1360
5. <i>Each of us can "vent" at home not upsetting the others</i>	1.00	5.00	2.7630	1.1603
6. <i>We can rely on relatives and friends</i>	1.00	5.00	3.6815	.9514
7. <i>When our family undergoes troubles, we find consolation in religion and/or spirituality</i>	1.00	5.00	2.9111	1.3353
8. <i>We consult each other about decisions we make</i>	1.00	5.00	3.7556	1.0182
9. <i>We discuss problems until we find the solution</i>	1.00	5.00	3.5778	1.2606
10. <i>Our relatives and friends are ready to help in need</i>	1.00	5.00	3.9407	.9832
11. <i>When something bad happens to our family, religion/spirituality makes us stronger</i>	1.00	5.00	2.9556	1.3487
12. <i>We know we are important to family and friends</i>	1.00	5.00	3.8519	1.1494
13. <i>We get presents and other tokens of appreciation from relatives and friends</i>	1.00	5.00	3.6370	.9432
14. <i>We share responsibilities in the family</i>	1.00	5.00	3.7407	1.0145
15. <i>We think it is better not to get too much involved with relatives and friends</i>	1.00	5.00	2.0963	.9213
16. <i>When our family encounters a problem, we draw the strength from religion and/or spirituality</i>	1.00	5.00	2.5037	1.2689
17. <i>We can go through difficulties as a family</i>	1.00	5.00	3.6296	1.3424
18. <i>When reaching important decisions, members of our family talk to each other</i>	1.00	5.00	3.4815	1.3375
19. <i>In our family there is a pleasant atmosphere</i>	1.00	5.00	3.5111	1.4135
20. <i>Religion/spirituality is an important part of our family life</i>	1.00	5.00	2.6222	1.3376
21. <i>In case of troubles, we know that we can get help from our relatives or friends</i>	1.00	5.00	3.4222	1.3297
22. <i>In our family, when we expect something from another family member</i>	1.00	5.00	3.6889	1.0613
23. <i>In our family we are honest to each other</i>	1.00	5.00	3.8741	.9882
24. <i>In our family we show each other how we feel</i>	1.00	5.00	3.6519	1.0881
25. <i>It seems like it is forbidden to show certain emotions in our family</i>	1.00	5.00	2.1111	1.2852
26. <i>When members of our family say they will do something, they keep their word</i>	1.00	5.00	3.4667	.9044
27. <i>In our family we see problems as part of life</i>	1.00	5.00	3.8593	.8566
28. <i>When our family finds itself in a problem, we know what caused it</i>	1.00	5.00	3.4741	.7806
29. <i>Religion/spirituality gives sense to our family life</i>	1.00	5.00	2.7481	1.3085
30. <i>When our family finds itself in a problem, we believe that everything will end up for the best</i>	1.00	5.00	3.7704	.9055
31. <i>We feel good when we spend time at home</i>	1.00	5.00	4.0296	.9921
32. <i>In our family we believe that we have the strength to cope with difficulties</i>	2.00	5.00	3.9778	.8505

33. <i>When problems occur, our family finds new ways of solving them</i>	1.00	5.00	3.8815	.9065
34. <i>Members of our family feel very close to each other</i>	1.00	5.00	3.8889	1.0414
35. <i>Both parents take part in leading our family to the same extent</i>	1.00	5.00	3.3852	1.5160
36. <i>In hardship, members of our family support each other</i>	1.00	5.00	4.0667	1.0089
37. <i>Disciplining is fair in our family</i>	1.00	5.00	3.5556	1.1569
38. <i>Our family's religion and/or spirituality helps us in coping with pain and serious problems</i>	1.00	5.00	2.9185	1.4354
39. <i>Our family can adapt to changes when it is necessary</i>	1.00	5.00	3.8667	.7899
40. <i>Members of our family like to spend part of their free time together</i>	1.00	5.00	3.7778	1.2012
41. <i>In our family, we share house chores</i>	1.00	5.00	3.3185	1.3138
42. <i>Although our family members have their personal interests, they take part in family activities, too</i>	1.00	5.00	3.6815	1.2073
43. <i>The rules and roles in our family are clearly set</i>	1.00	5.00	3.2074	1.1402
44. <i>When problems occur in our family, we are ready to compromise</i>	1.00	5.00	3.6444	1.0753
45. <i>Religious/spiritual rituals/activities are an important part of our life</i>	1.00	5.00	2.3852	1.3326

The obtained results of the multiple regression analysis (Table 2) show that there is a statistically significant connection between predictor items and the criterion item “the satisfaction with own peer relationships”. The predictor set of items has explained 60% of the common variance. In other words, by knowing the predictor set of items, it is possible to anticipate the progression the satisfaction with own peer relationships of university students in the analyzed sample.

Table 2. Coefficient of the multiple regression of the predictor set of items and the criterion

	Value
Multiple R	0.604
Multiple R <sup>2</sup>	0.365
Adjusted R <sup>2</sup>	0.044
F	1.138
p	0.03
Std. Err. of Estimate	1.44

Table 3. Multiple regression analysis for the criterion

	B	Std. Err. of B	Beta	t	p-level
<i>Intercept</i>	8.696	1.439		6.044	.000
1. <i>We reach important family decisions together</i>	.218	.231	.157	.945	.347
2. <i>We are able to reach common understanding even when we go through hard moments</i>	-.208	.242	-.151	-.858	.393

3. Family members understand each other	.222	.213	.164	1.041	.301
4. We seek help and support from relatives and friends	.567	.161	.051	.408	.684
5. Each of us can “vent” at home not upsetting the others	.133	.160	.105	.832	.407
6. We can rely on relatives and friends	-.220	.228	-.142	-.965	.337
7. When our family undergoes troubles, we find consolation in religion and/or spirituality	.126	.205	.115	.617	.539
8. We consult each other about decisions we make	.396	.220	.274	1.795	.076
9. We discuss problems until we find the solution	.545	.180	.467	3.027	.003*
10. Our relatives and friends are ready to help in need	.142	.236	.095	.603	.548
11. When something bad happens to our family, religion/spirituality makes us stronger	.372	.214	.341	1.740	.085
12. We know we are important to family and friends	-.472	.205	-.043	-.267	.790
13. We get presents and other tokens of appreciation from relatives and friends	.354	.219	.227	1.618	.109
14. We share responsibilities in the family	.902	.186	.041	.317	.752
15. We think it is better not to get too much involved with relatives and friends	.426	.183	.009	.078	.938
16. When our family encounters a problem, we draw the strength from religion and/or spirituality	-.038	.252	-.018	-.081	.936
17. We can go through difficulties as a family	.160	.272	.146	.587	.559
18. When reaching important decisions, members of our family talk to each other	-.441	.282	-.401	-1.564	.121
19. In our family there is a pleasant atmosphere	.504	.229	.485	2.207	.030*
20. Religion/spirituality is an important part of our family life	-.149	.220	-.135	-.676	.501
21. In case of troubles, we know that we can get help from our relatives or friends	-.121	.206	-.110	-.589	.557
22. In our family, when we expect something from another family member	.217	.219	.156	.989	.326
23. In our family we are honest to each other	-.530	.271	-.356	-1.952	.054
24. In our family we show each other how we feel	.261	.238	.193	1.095	.277
25. It seems like it is forbidden to show certain emotions in our family	-.387	.147	-.338	-2.626	.100
26. When members of our family say they will do something, they keep their word	-.570	.226	-.016	-.114	.910

27. <i>In our family we see problems as part of life</i>	-.478	.224	-.001	-.007	.995
28. <i>When our family finds itself in a problem, we know what caused it</i>	-.104	.278	-.055	-.375	.709
29. <i>Religion/spirituality gives sense to our family life</i>	.204	.194	.181	1.047	.298
30. <i>When our family finds itself in a problem, we believe that everything will end up for the best</i>	-.124	.237	-.056	-.385	.702
31. <i>We feel good when we spend time at home</i>	.348	.287	.023	.117	.907
32. <i>In our family we believe that we have the strength to cope with difficulties</i>	.694	.284	.016	.095	.925
33. <i>When problems occur, our family finds new ways of solving them</i>	-.161	.288	-.099	-.559	.578
34. <i>Members of our family feel very close to each other</i>	.151	.247	.107	.611	.543
35. <i>Both parents take part in leading our family to the same extent</i>	-.872	.135	-.071	-.509	.612
36. <i>In hardship, members of our family support each other</i>	-.286	.297	-.196	-.964	.338
37. <i>Disciplining is fair in our family</i>	.595	.168	.028	.214	.831
38. <i>Our family's religion and/or spirituality helps us in coping with pain and serious problems</i>	-.324	.227	-.316	-1.425	.158
39. <i>Our family can adapt to changes when it is necessary</i>	.301	.312	.162	.964	.338
40. <i>Members of our family like to spend part of their free time together</i>	-.280	.208	-.229	-1.347	.181
41. <i>In our family, we share house chores</i>	-.201	.143	-.179	-1.407	.163
42. <i>Although our family members have their personal interests, they take part in family activities, too</i>	.331	.193	.271	1.712	.090
43. <i>The rules and roles in our family are clearly set</i>	-.216	.146	-.167	-1.479	.143
44. <i>When problems occur in our family, we are ready to compromise</i>	-.411	.199	-.032	-.221	.825
45. <i>Religious/spiritual rituals/activities are an important part of our life</i>	.217	.197	.056	.316	.753

\*p &lt; .05

The standard regression coefficient (Table 3) is the highest and statistically significant for both *We discuss problems until we find the solution (item 9)* and *In our family there is a pleasant atmosphere (item 19)*. The other predictor items also participate in defining the latent criterion, but are not statistically significant predictors of the criterion item. Thus, the items *We discuss problems until we find the solution (item 9)* and *In our family there is a pleasant atmosphere (item 19)* mostly contribute to the criterion item of progression, while the other items do not significantly anticipate progression.

## 5. Conclusion

The scientific value of the obtained results is manifested through indicators discussing problems until finding the solution and pleasant family atmosphere are important for a proper satisfaction with own peer relationships. Similar data were also obtained during other studies (Cohen, 2004; Horwitz, Reynolds & Charles, 2014). Authors point that emotional support from family and peers is associated with lower psychological distress. Bad developmental outcomes of the young, but also good ones, have to be observed through a wider prism of outcomes and as a characteristic of the specific interaction between an individual and the environment, especially peers and family (Radetić-Paić, 2018). In this context, it is especially important for each family to develop, preserve and improve its capacity for resilience and thus directly or indirectly affect the the satisfaction with own peer relationships.

In our context, considering all of the above, the main role in phase of adaptation to the university students' life and in prevention in the cases of various peer problems, is given to Students' associations and centers and Psychological counsel working at Juraj Dobrila University in Pula because if a peer problem occurs, the positive influence of the family should be compensated.

The limitations created by a relatively small sample size may affect the outcome and are certainly worthy of this study. Although special attention has to be paid to reaching conclusions and looking for a direct correlation family resilience factors and the satisfaction with own peer relationships, it can be deduced that this occurrence has many causes, which means that a larger number of variables can be used in the interpretation. Consequently, it is necessary to conduct further research.

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## Bulgarian Jewish Women and Scientific Knowledge

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### Abstract

The main aim of the study is: to present the Bulgarian Jewish women who are not widely known in our society, but their contribution in scientific knowledge is enormous, with which to give an unexpected insight into science – how in times when abusive with the scientific knowledge is destroying millions of human beings, these same people, despite their fate, they make and impossible to preserve their lives and to create a science that is in favor of all humanity. Between 30 January 1933, when Hitler became Chancellor of Germany, and 9 May 1945, 6 million were killed, of which 1.5 million were babies and young children. Every two of three Jews in Europe are killed. Among these 6 million ordinary people, there are also thousands of rabbis, teachers, academics, researchers, engineers, artists, writers, musicians, doctors, financiers, sports and culture people. Holocaust is a targeted genocide against the European population in the 20th century – the European Jews, by the National Fascists in Germany, with purpose to clear the population of Germany/Europe from certain ethnic groups. The Hebrew word for the Holocaust is “Shoah” (השואה) – destruction, a great catastrophe. These six narratives are an attempt to familiarize with the fates of six real people who have shown that despite the circumstances are personalities. Stories I hope will remain in the minds of the people who have heard/read them.

**Keywords:** Bulgarian Jewish women, scientific knowledge.

*“The science is the foundation of every progress which relieves human life and reduces suffering. I belong to those who believe in the majestic glory of science.”*

Marie Curie

*“The life is a very severe form of existence. Human should not turn into a category of homo sapiens who should hate others.”*

Henry Lorer

### 1. Introduction

Against the backdrop of the globalizing world and all the challenges that arise from this process that lead to the demolition of many of the boundaries typical of traditional societies. But it also leads to the destruction of borders to the dangers of compelling modern human, placing him in a situation, living in a society labeled with a global risk. The idea that people living in Europe (and/or the greater part of the world), today after two world wars and a gradual global liberal democracy, are reasonable enough is often refuted.

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Today we do not stop talking about pluralistic social spaces, civil society, modern democracies, but we often forget that in 1933 Adolf Hitler came to power, precisely through democratic elections. Today, with extreme we see factors, ideological waves and political factions, pushing for sharp manifestations of: anti-Semitism, xenophobia, chauvinism, racism, sociopathism, etc.

## 2. We Remember!

The 27<sup>th</sup> of January is an International Day in which humanity pays tribute to the memories of millions of Holocaust victims. On this date, this year – 2019, we in Bulgaria paid tribute to the memory of 6 million Jewish women, men and children killed in the Death Camps, and on the 10<sup>th</sup> of March (2019) we celebrated 76 years of the great act of the Bulgarian people who saved part of themselves – the Bulgarian Jews.

In this great and to the same extent human cause, includes the whole Bulgarian people – people: known and unknown, on the culture and politics – such as Dimitar Peshev and the Bulgarian Orthodox Church – Metropolitan Kiril, Metropolitan Stefan and Metropolitan Neofit Vidinski.

In 2017, the Yad Vashem Institute in Israel proposed the Bulgarian Orthodox Church for the Nobel Prize for the great act it has done. This is the second nomination of our Orthodox Church for this great work, the first being in 2013 on the occasion of the 70<sup>th</sup> anniversary of the rescue of the Bulgarian Jews (see Y.V., 2019).

Unfortunately, not all Bulgarian Jews had the fate of 8,000 from the territory of the Kingdom of Bulgaria. In 1943, 12,000 Jews from the territories of the Vardar Macedonia, Pirot and Aegean Thrace – Greece, through the harbor of Lom, were deported to the camps in Auschwitz II and Treblinka.

With the opening of classified records and a thorough study of what is already available with regard to the so-called “Jewish Question” (or as the Nazis call it “The Final End of the Jewish Question” (see Y. V, 2019), new data emerges about the torture these people have suffered as well as about their resistance.

Under the auspices “We Remember” every year on 27 January, at every Jewish home, remembers that it will remember and will not forget the monstrous, foolish and unprecedented genocide to which part of the humanity has been subjected simply because it belongs to one of all possible human ethnic groups (see Rees, 2018).

We know the sinister numbers and our duty as humanity is to remember them and never to allow the repetition of such an evil – there is no political or religious ideology that can justify the deliberate and purposeful application and practice of genocide exercised by some people for account of the lives of others.

It happens that the data on the dead and burned people in the Death Camps varied. It is very difficult to establish and specify the exact number of victims killed in the Death Camps because thousands of the accepted people were old/elderly over 60 years of age, sick, pregnant women, mothers with children on their hands or children under the age of 16, who were not registered at the time of their arrival, but were directly burned in the cameras.

Part of the summarized numbers and facts about the Holocaust (in Greek language “full burn”) are the following:

- In the period between on 30 January 1933, when Hitler became Chancellor of Germany until 9 May 1945, in the Death Camps – Auschwitz I, Auschwitz II (Birkenau), Auschwitz III (Monowitz), Treblinka and Treblinka I and etc. Of the 9

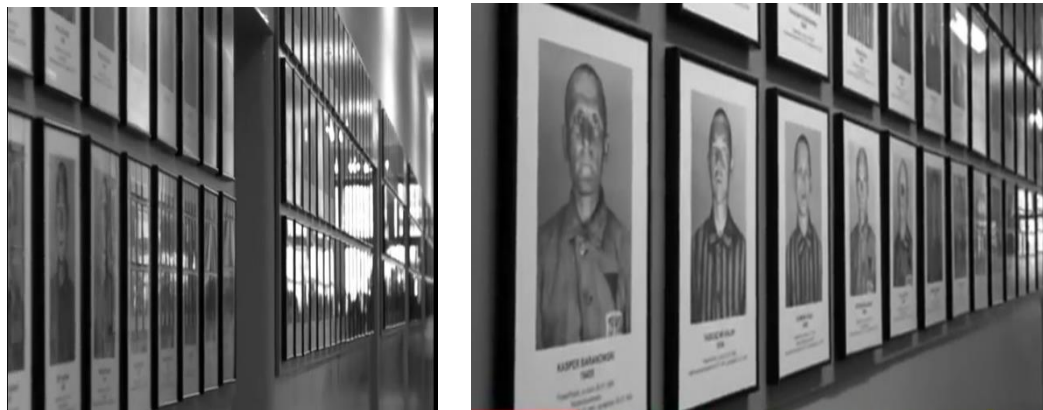
million Jews living in Europe at the time, 6 million were killed, of which 1.5 million were babies, young children and thousands of pregnant women were burned;

- Every three Jews in Europe, two are killed. From the cameras of death, only 250, 000 people survive. Among these 6 million ordinary people, there are also thousands of rabbis, teachers, academics, researchers, engineers, artists, writers, musicians, doctors, financiers, sports, culture ordinary people (see Rees, 2005), (see Snyder, 2010), (see J.V.L., 2019).

Only in Auschwitz I and II, after the end of World War II, were found:

- Over 7 tons of human hair and this is only 30% of all hair removed from people's heads before they are burned. The rest was sold to German companies (5 Deutsche Mark of kilograms), which turned human's hair into wigs, pillow cushions, mattresses, stuffed toys or gowns and sheets consisting of 30% hair and 70% flax;
- In warehouses are collected, sorted and described tons of shoes, suitcases, clothes, utensils, glasses, walking sticks, crutches, jewelry. It was a luxury for Germans to buy from the camps, a baby stroller and baby clothes for their newborn child, left from the burned babies killed in internment of their mothers in the camp. Babies born by Jewish mothers born in the camps were immediately killed. Babies born from mothers of Russians and Polkas were left to live, but because of the extreme mothers' weakness and lack of breast milk, babies did not live for more than a month.

*Photos of killed people in Auschwitz<sup>2</sup>*



*Auschwitz I and Auschwitz II (Birkenau)*



*Auschwitz III-Monowitz*





### *Treblinka and Treblinka I*



Among the victims of the Holocaust are: 250,000 disabled people; tens of thousands of people of all origins – among them 150,000 deported Poles 23,000 Gypsies and Sinti; 15,000 Soviet prisoners of war, 4,000. Jehovah's Witnesses, and a huge number of homosexuals.

A total of over 17 million were burned alive in the cameras of the camps, shot, drowned, or buried half-life after the field and in the woods. Only in Auschwitz II, more than 250 tons of gas were used for gas chambers. And today birds do not fly in the camp areas and flowers do not grow – the air and the soil are poisoned (see Y.V., 2019).



### 3. The Bulgarian Jewish women and scientific knowledge

The contribution of women and men Jews to the development of world science, humanities, culture, art, medicine and technology is well known. More than 30% of the Nobel Prize winners and Medal Fields (a medal in mathematics) are Jews.

The question is often asked: What is the reason among scholars, people of Jewish origin, to be so great? And whether this is due of special genes or some unsearchable secret? There is hardly an unequivocal answer to such questions, but one of the sure conditions for a person to be genius is, regardless of the conditions in which he is, to continue to obey prohibitions, taboos, to stop his imagination due to social prejudices and he is able to subordinate his imagination and intelligence to progress. Despite the persecution, the prohibition to teach, work, the political and



physical genocide of the first half of the twentieth century, scholars of Jewish origin did not stop following their ideas, working for the sake of truth and progress for all mankind, following the maxim in evolution, good is always more than evil. Among the thousands of Jews scientists there are many names of Bulgarian Jews, which are rarely heard in our Bulgarian society. I will tell the stories of six Bulgarian Jewish women, whose contribution to science and, in particular, to medicine is enormous and acknowledged throughout the world.

### ***Rose (Sarah) Moses Isako-Kalov (1907-1967)***

She was born on 24 April 1907 in Plovdiv. After her family moved to Sofia, she finished her secondary education at the German High School and then became a student in Dentistry in Leipzig. In 1930 she married astronautic engineer Victor Isaac. They are leaving for Moscow, where Isaac has a helicopter contract. Rose during this time worked as a dentist, then her son Enrico was born.

In 1937 Rose went to Paris and her marriage to Isaac are collapsed. Because of the racist laws adopted in France, she left France in 1943 and settled in Italy, where she joined the resistance.

She falsifies with impressive dexterity the identity documents of thousands of Jews, thus protecting them from deportation to the camps of death and saving their lives – at that time in Europe the change of the Jewish names with the country's status was one of the ways people of Jewish ancestry could preserve their lives, as well as to observe in Bulgaria Law for Protection of the Nation.<sup>1</sup> According to this “law, for example. If a Jew accepts Orthodoxy, he will not be deported to the death camps” (Koleva & Pramatarov, 2017: 36).

After the end of the Second World War, she worked as a dentist in Rome until 1950, after which she left for Paris. She marries to Caesar Banon's antifascist. She died in Paris on 16 March 1987, from cancer (see Anavy, 2013).

### ***Valentina Trainer (1907-1990)***

She was born in Pleven in 1907. Her father is a surgeon in the city, but he dies young shortly after Valentina returns from Vienna, where she graduates in medicine

She is the first female surgeon in Bulgaria. In 1930 she moved to Sofia and opened her own clinic.

Under the Law of Protection of the Nation during the Second World War, when the rights to work of the Jews doctors were taken away after her Bulgarian colleagues advocated for her, Dr. Trainer's right to practice was returned, but with the condition of practicing only in rural hospitals. During the war, she has volunteered many Jews (see Anavy, 2013)

### ***Tamara Pilosof (1909-1981)***

She was born on 6 May 1909 in the town of Lom. In 1937 she graduated in Paris. Several years she worked in Paris clinics as a specialist in particular pathology and metabolism, and then returned to Bulgaria to avoid the repression in France against the Jews.

In Bulgaria, because of the Law for the Protection of the Nation<sup>1</sup>, she managed to practice her profession until the end of the Second World War, only in the hospitals of the Pirodop and Samokov villages. Immediately after the war she joined the Regional Hospital Sofia. In 1950, she served as assistant in endocrinology at ISUL, and in 1967 habilitated as a regular associate professor of cardiovascular diseases and rheumatism. In 1971 she became a professor of nonsurgical treatment of inflammatory and degenerative joint disease treatment at the Institute of Orthopedics and Traumatology at the Medical Academy. In 1976, she founded the first rheumatology clinic in Sofia. Professor Pilosof has over 150 scientific papers. Winner of numerous international and national awards and medals. She died in 1981.

***Stella Mordechai Astrukova***



She was born on 24 May 1925 in Sofia. Her parents are ordinary workers. In 1943, Dr. Stella Astrukova was 16 years old. Her father was sent to a concentration camp and the family was moved to Dupnitsa. Her early youth was accompanied by the tribulations of the Jewish community in Bulgaria - several times her family was relocated, and she had been in prison for rehashing. After the end of the war she was accepted as a medical student at the Higher Medical Institute in Sofia. In 1953 she was appointed as a mentor in the Infectious Disease of Third City Hospital in Sofia, where she worked for 36 years. Because of the difficult working conditions in the hospital between 1953 and 1960, because of the lack of necessary medication and protective clothing, Dr. Astrukova is often at risk of serious infectious diseases. The divisions are full of jaundice patients, often accompanied by tuberculosis, as well as patients with scarlet fever, diphtheria and child paralysis. Despite the dedicatory work of the entire hospital team in such a difficult, devoid of elementary means and medical material, as well as the opportunities for workers to relax and rest, Dr. Astrukova decided to protest and raise trade union demands, which relieved the work of medical workers, as well as to improve the medication base for treatment, and succeeds. Dr. Astrukova introduces in her department a highly effective therapy for the treatment of red wind, actively working in the field of prevention of infections and viral diseases. A number of scientific publications have been rewarded many times (see BTV, 2019).

***Heny Chelibonova-Lorer***



She was born in Kazanluk. After the Law for the Protection of the Nation, exodus Jews from Sofia were brought to her home in Kazanluk. Shortly thereafter, the Jews from Kazanluk were displaced on the Danube to wait for their deportation to the death camps, while her family was interned in Vratsa. There, they are placed in a school building waiting to be deported. After the end of the war she graduated chemistry at Sofia University. Her interests are in the field of cell chemistry – biochemistry, pathology of the tumor cell. She works at the Institute of General and Comparative Pathology at the Bulgarian Academy of Sciences. She is a professor, a doctor with numerous scientific publications and books. The winner of numerous public awards, including the Shophar Award (see BNR, 2015; BNR, 2013; NATIONALGEOGRAPHIC, 2018).

### ***Vera Boyanova***

She was born on 16 July 1934 in Sofia. Her father is a well-known metropolitan dentist who was killed in the first anti-Semitic fascist actions. In 1958 she became a pharmacist at the Medical Academy and until 1960 she worked as a manager of a pharmacy in Sofia. She began to work on scientific work. In 1960, she was appointed senior assistant at the Scientific Chemical-Pharmaceutical Institute. She defended her dissertation in 1972, and shortly after, headed a toothpaste unit. Winner of numerous awards, in 1988 she received a degree senior research associate II, has over 80 international scientific publications (see Anavy, 2013).

#### **4. Conclusion: The reminders for Holocaust**

The topic of the Holocaust always will be important for non-Jews today, it is often recognizable as part of the newscast about the dates with which this report began, or about another vandalism and anti-Semitism manifested against a Jewish synagogue, cemetery or home. For the Jews, the Holocaust is a subject that is part of consciousness, flesh of the flesh, memory and thought in memory. Nowadays, it is timely to talk about active measures against the Language of Hate, to try to protest against it, write, and recall what it can bring.

Rosa (Sarah) Moses Isako-Kalov, Valentina Trainer, Tamara Pilosof, Stella Mordehai Astrukova, Heny Chelibonova-Lorer and Vera Boyanova are not just six historical narrations of biographies of Bulgarian women of Jewish origin, are not just a series of historical portraits of people who lived and live on this land and wore the sense of measuring the time – who they had the "bad chance" to be born in the specific historical time marked by the fascist ideology but also have luck, be among the surviving and saved people of anti-Semitism.

These short stories, on the one hand, aim to show that, despite the crushing political and social reality in Europe and the moods of the Jews from the beginning of the twentieth century as a whole:

- Despite the participation of many Jews in the First World War, the well-known in history Jewish Legion, which is voluntary Jewish subdivision of 5 battalions, formed on the initiative of "Vladimir Zhabotinski and Joseph Trumpeldor to the British Colonial Army against the Ottoman Empire. Also known as the Zion Mule Corps – 1917-1919" (see Malul, 2017);
- Jewish Brigade (הבריגדה היהודית), the only "Jewish National Army League in the Allied British Army during the Second World War, 1940-1946" (see Weizmann 2017);
- Thousands scientists, intellectuals, humanists and artists of Jewish origin did not stop at the end of the Second World War, despite persecution, the prohibition to teach, work, follow their ideas, work in the name of truth and progress (not to forget the fact that the constant displacement and movement of Jews from one place to another greatly hinders their being – every human, however, seeks resilience and

security in his personal life, even from the point of view of his home, toping with a certain place and tradition).

On the other hand, Prof. Henry Lorer says, “The power of good is weaker than the power of evil because it implanted itself. Just as tumor cells multiply and lead to pathology throughout the body. Similarly, the ominous theories and ideologies such as: the existence of a higher race, fascism, xenophobia or sociopathism – affect the whole of society, make it aggressive. Evil, however, can be overcome with science, knowledge and education – the power of good is in the humanity of the human soul who knows and knows righteousness and directs itself to the light” (see BNR, 2013).

The problem of evil is fundamental, and along the Holocaust-related events, it is a theme that makes the “Jewish Question” a basis for philosophical treatises. In this connection, Hannah Arendt writes, “Evil is multidimensional and at the same time banal in its nature. It is and manifests itself in this, when human does not have the power to take responsibility for his actions and actions, no matter what the Izmir invokes in his actions. The growing evil in the world is due to the unhappy people who refuse to resist, to have principles, to those who refuse to be personalities – to think and think” (see Arendt, 1981: 451).

To remember something, it must be known, to be thoughtful on it.

Holocaust is a targeted genocide against the European population in the 20<sup>th</sup> century – the European Jews, by the National Fascists in Germany, with purpose to clear the population of Germany/Europe from certain ethnic groups. The Hebrew word for the Holocaust is “Shoah” (שואה) – destruction, a great catastrophe. These six narratives are an attempt to familiarize with the fates of six real people who have shown that despite the circumstances are personalities. Stories I hope will remain in the minds of the people who have heard/read them.

Evil must be remembered so that it does not repeat itself.

Nota Bene:

1. The Law on the Protection of the Nation - was adopted on the 24<sup>th</sup> of December, 1940 and entered into force retroactively from the 1<sup>st</sup> of September, 1940. It consists of four units, the first of which directly concerns the prohibition of secrecy and international organizations. The second one for people of Jewish origin. The third is for antinational and public events. The fourth contains specific and general provisions. It is similar to the laws of National Socialist Germany adopted in Nuremberg. Separately, the Bulgarian government is pushing for the adoption of such a law by the German authorities. What we see in the first title. It is divided into three chapters. The first chapter prohibits the existence of secrets and international organizations and the existing ones are dissolved. This is also the first point of the law. Defining the meaning of an international and a secret organization and specifying which may exist. The second and third chapters describe how to cease operations and liquidate their property. Penalties are imprisonment and heavy financial penalties. In the archives of the National Assembly the defenders of the LPN present this part as a means of fighting the Masons and other similar organizations and expressed the opinion that such organizations have no place in Bulgaria. The second part is directed against the Jews in Bulgaria. Chapter 15, Article 15, defines which Bulgarian citizen can be considered a Jew. But under the strikes of the law, there are no persons of mixed marriages and baptized in Orthodox faith. The following articles are aimed at clarifying the names and regulation of the personal data of persons of Jewish origin, such as prohibiting Jewish surnames to end with “OV”, “OVA” and “EV”, “EVA”. The prohibition of adoption and recognition of persons of Jewish origin is noticeable. The second chapter of this title defines the general restrictions on persons of Jewish origin. Compared to German law, LPN is more moderate, but has no equivalent in the history of modern Bulgarian history. The third chapter limits the residence of citizens of Jewish origin. The ban on

obtaining a Sofia residence / its revocation and the influence of the Ministry of Internal Affairs and Public Health put the Jews in a rather unequal position. Apart from this, the Ministry of Foreign Affairs has the power to gather the Jews in the Ghetto similar to those in the other European countries occupied by the German military machine. The fourth chapter prohibits the possession of landed property of persons of Jewish origin except in the resorts. The fifth chapter regulates and percentages the number and types of activities in which Jews can be employed, extreme capital restrictions are imposed on them, they have to be banned from serving managerial positions, and they deal with financial, banking and bookkeeping, arms production, and commerce, and hospitality, cannot own cinemas, schools, nor participate in capital in any form in such. They are also forbidden to own pharmacies, drugstores and sanitary shops. It is forbidden to transfer their capital as a whole to persons of foreign origin as well as to foreigners. Pre-emptive activity in state-owned companies is prohibited. An exception to these articles, which by their very content are some of the most sinister in our history, is given to war invalids, volunteers in the wars, those who have been awarded the order of courage and orphans of the war of Jewish origin. This provoked a very strong controversy in the National Assembly and a strong insistence on the part of the Nazi diplomats on the government and Boris III. Acceptance and debates on this part of the law are very controversial and last for four days. Many MPs are opposed to the division and limitation of Jewish activity, with the fact that the Jewish community in Bulgaria at that time was about 1% of the Bulgarian population and did not have a large holding of capital.

2. All photos of Auschwitz I, II and III, are from the German Federal Archive.

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# The Clash Between Christian and Islamic Religion – The State of Israel

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## *Abstract*

This study aims to present the clash between evangelical love and the Ja'afaritan hatred in Israel. The article analyzes: stages of the Israeli-Palestinian clash – the genesis of confrontation changes depending on internal political, demographic, ethno-confessional, social and economic factors; Iran and the US – the clash of Islam and Christianity – tensions that can be interpreted by the immanent collision between separate components of two unorthodox denominations of Christian and Islamic religion. It is apparent that visions of two minority antagonist-minded denominations collide with the assessment of the existence of the State of Israel. The first, the Evangelical, is a strong supporter of the Jewish state, and the second is the Ja'afarita, which strongly denies its existence. This type of confrontational and mutually-disruptive energy, transformed into the foreign policy of two countries with enormous potential, heralds a long and devastating fight.

**Keywords:** Christian religion, Islamic religion, Israel, Iran, USA.

## 1. Introduction

The State of Israel is being created in 1948 by a decision of the UN General Assembly. This is an unprecedented act, as a simple state formation is formed as a result of an act of the Security Council of the Universal International Organization. However, the UN General Assembly has decided to create two countries, one for the Jews and the other for the Arabs. This dichotomous form predetermines the extremely complex genesis of future confrontations between the two warring camps. Over time, ethno-political division as a motive for mutual frustration has given way to the religious one. Politics and ideology have been replaced by religion, which explains the inability to find a reliable solution to the Israeli-Palestinian conflict. Among the many theoretical studies of radicalization and its terrorist entities, only those with a religious foundation cannot be overcome by the well-known peaceful political and diplomatic instruments used by the state institutions.

## 2. Stages of the Israeli-Palestinian clash

The Israeli-Palestinian clash went through several stages. The genesis of confrontation changes depending on internal political, demographic, ethno-confessional, social and economic

factors. In the 1970s, religion took the ultimate lead over ethnicity and secular nationalism. This happened after the establishment of the Organization of Islamic Conference (OIC) in 1969, and most notably after the victory of the Islamic Revolution in Iran in 1979. The state formations created by Arab nationalism failed. Thus, in the 1990s, the Oslo Accords came to an end, in which two opposing nationalist entities – the Israeli and Arab ones – represented by the Palestinian Liberation Organization, led by Yasser Arafat – found an intersection. Palestinian statehood emerged in the form of autonomy with the capital Ramallah. The weakened Palestinian secularist nationalist view had to recede.

The Israeli-Palestinian clash went through several stages. The genesis of confrontation changes depending on internal political, demographic, ethno-confessional, social and economic factors. In the 1970s, religion took the ultimate lead over ethnicity and secular nationalism. This happened after the establishment of the Organization of Islamic Conference (OIC) in 1969, and most notably after the victory of the Islamic Revolution in Iran in 1979. The state formations created by Arab nationalism failed. Thus, in the 1990s, the Oslo Accords came to an end, in which two opposing nationalist entities – the Israeli and Arab ones – represented by the Palestinian Liberation Organization, led by Yasser Arafat – found an intersection. Palestinian statehood emerged in the form of autonomy with the capital Ramallah. The weakened Palestinian secularist nationalist view had to recede.

The secular nature of the Palestinian Authority also predetermined the nature of the Israeli-Palestinian conflict. The radical Sunni Hamas movement, which has ruled the Gaza Strip since 2005, is defined as a plague by the Jewish state. At the same time, it is an opposition to the internationally recognized authority of the Fatah faction in the West Bank. The increasing popularity of Sunni radicals among Palestinian society is one of the reasons why the Middle East conflict is moving forward. Hamas' policy of rapprochement with Iran and the acceptance of separate components of its foreign policy towards Israel have become an additional impetus for the theocraticisation of the conflict. There was a peculiar ecumenism between radical Sunniism and radical Shi'ism. In the particular case of the newly emerged confessional mix, the Shi'ite component is leading, and the Sunni one is situationally subordinate. The reason for this is that Iran is a country with claims of regional leadership. At the same time, Hamas is a radical ethno-religious entity that, in this type of long-term confrontational process, can only accept the status of a proxy, a tool for the exercise of foreign, external influence.

The past two decades have finally shaped the internally-confessional profile of the Israeli-Palestinian conflict. The OIC, which is composed mainly of Sunni states, has failed to master the management of the confrontation with the Jewish state. The "Islamic United Nations", as the OIC is called, is too cumbersome an international organization to take the flag of confessional opposition in its own hands. The Shiite segment of the vast Islamic community has prevailed in mobilization and constant confrontation with the state of Israel. Even the most powerful Sunni terrorist organizations, such as al-Qaeda and the Islamic State, did not organize attacks on Jewish statehood, despite numerous propaganda threats.

### 3. Iran and the US – The clash of Islam and Christianity

The extreme tensions created in 2019 between Iran and the United States can be interpreted by the immanent collision between the separate components of two unorthodox denominations of the Christian and Islamic religions. It has antagonistic character and mutually exclusive postulates in the philosophy of currently ruling Republicans, led by President Donald Trump, and the Islamic Republic of Iran's statistic-religious tendency.

Although apparently a clash between the two large families – Christian and Islamic, in reality, only some of them come to complete, irreconcilable mutual denial. The many attempts to



organize the so-called Dialogue of Religions outlined the profile of inter-tolerance and negation between the different denominations that make up Christianity and Islam. The policy underpinned by large and sustainable countries directs and guides this type of contacts. We saw him in 2019 during a visit by Pope Francis to Abu Dhabi, United Arab Emirates. A visit of the Saudi King Abdullah to the Vatican in 2007 could be defined as a similar programmatic visit. The clash within and outside the two major religious families is the fiercest among the minority denominations that are radicalized to rally and attract new followers. Confrontation with the self-similar (minority radical current) in the other large religious community is a tool for survival, turning frustration into a lever for “pumping” consensus-based, mainstream, dominant currents. Evangelical communities, especially American, fall into this category with regard to Catholics, Orthodox, and non-evangelical Protestant movements. In the mirror position is the Itnaashi’iriya, the denomination of the 12, the Ja’afarites, in relation to the Sunnis and other currents in the Shiites and Haridhita.

The special treatment of Jews and Israel is rooted in early Christian Millennialism. It crystallized through the Reformation, whose elite adopted two ideas regarding Jews. The first is that the return of the Jews to the “Promised Land” is a prerequisite for the Resurrection of Christ. The second is that Jews should be encouraged to embrace Christianity. Thus, they will imitate the behavior of Jesus Christ himself, who was Jewish. In this way, they will complete the cycle of transforming the Jewish people into Christian ones. By the same logic, they will cause Christ to return to earth and create the state of bliss, as biblical prophecy dictates (see Sharif, 1983).

By the same logic, they will cause Christ to return to earth and create the state of bliss, as biblical prophecy dictates. Once set foot in Judea, the Jews will accept Christ as their savior and build the temple of God. According to American researcher Shannon Ashley, only Jews are able to reproduce true Christianity. A Jew converted to Christianity is the authentic follower of Jesus Christ (see Ashley, 2016).

These were extremely popular with English-speaking Puritans during the Middle Ages. In the seventeenth century, the English Protestant theologian John Owen remarked: “It is also given that there will be a time and a season, during the continuation of the kingdom of the Messiah in this world, in which the community of the Jewish people, throughout the world, will be called and effectively brought to the knowledge of the Messiah, our Lord Jesus Christ. Then, with his mercy, they will also receive release from captivity, restoration of their land with a blessed, prosperous and happy state” (Owen, 2000: 560).

English Protestants John Gill, Samuel Rutherford, Charles Wesley and others have similar views. Their ideological counterparts John Cotton, Jonathan Edwards and others convey the idea to settlers in America. It was not until the XIX century that this religious postulate gained political nuance.

According to French researcher Thierry Mason, the state genesis of the United States and Israel are genetically linked not only through religious thread. The two state formations are British colonies. This was done through the statist engineering implemented at the beginning of the XVII century by Lord Protector of England Oliver Cromwell (1653-1658). According to the author, Israel is a British colony in which the Jewish diaspora in the British Empire plays a major role. The United States is also a British colony in which Cromwell sends pirate and egalitarian social strata. In both cases, it is a matter of creating a religious criterion, selected by the ruling Christian Anglican denomination in London (see Meyssan 2014).

The American theologian John Nelson Darby is considered the creator of the so-called. American Christian Zionism. His public lectures in the first half of the nineteenth century, published in English, French and Flemish, created a strong philosophical trend among Protestant circles in America and Europe. Authorities such as Charles Spurgeon, Harati Bonar, Robert

N'Chayen and others have openly advocated the return of the Jews to the “Promised Land.” Among the propagandists are organizations such as the International Christian Embassy Jerusalem.

In 1818, President John Adam stated that he really wanted the Jews to establish an independent state in Israel, and he believed that they would gradually become “unitary Christians” (Kark, 1994: 23).

In 1844, a professor of Hebrew at the University of New York, George W. Bush, of former American presidents, published a book. It is entitled “The Vision Valley or the Dry Bones of Israel have come to life”. In it, the author criticizes “slavery that has long been imposed on Jews.” He called for the restoration of the authority of the Jews over the land of Israel. According to George Bush, “once back there, most of them will embrace Christianity” (Bush, 1984: 16).

In this light, and for purely sentimental-religious reasons, in 1838 Britain established its first diplomatic mission in Palestine. It is based in Jerusalem. The Consulate is the result of the efforts of the Conservative Party MP, Lord Shaftesbury, who is a staunch Anglican evangelist (Lewis, 2014: 380).

According to English researcher Paul Merkley, the founder of modern Zionist Christianity is Pastor William Hechtler, who works as a priest at the British Embassy in Vienna. There he met and became a very close friend of Theodore Herzl, the creator of modern political Zionism and regarded as the father of the State of Israel (Merkley, 1988: 240).

For the first time, the term “Judeo-Christianity” was used in 1821 by the Irish Hebraist and Jewish missionary, Alexander McCool. It refers to Jews converted to Christianity. In 1829, the German Christian Jewish missionary, Joseph Wolf, converted to Christianity, bringing a new nuance to the meaning of the word. He believes that Judeo-Christianity must be understood as preserving some of the Jewish ritual in Christianity, in order to make it easier for Jews to join the new religion. This key term can also be found in the works of Friedrich Nietzsche and George Orwell. The latter speaks rather in moral and ethical terms rather than in religious terms. The word used by Orwell in 1939 is a “Judeo-Christian” morality scheme (see Connely, 2016).

Judeo-Christianity is deeply rooted in American Protestant circles. The trend became active in the early XX century, becoming one of the force majeure factors to support the creation of the State of Israel. During World War II, Judeo-Christians in the United States created two non-Jewish organizations that openly supported Zionism. It is the American-Palestinian Committee and the Christian Council for Palestine (CCP). The latter, formed mainly of Evangelical Protestants, is becoming the main Israel lobby in the United States. The CCP became the leading mouthpiece of opposition to the UN decision in 1948 to divide the city of Jerusalem into Israeli and Arab parts.

The missionary work continues and the Judeo-Christian symbiosis is permanently established as a stumbling block to American evangelical behavior. They are a serious electoral reserve and a significant player in the US elections. According to research by the famous Pew Research Center, Protestants in the United States are over 46.5% of the population. The trend is downward, but not at the expense of other religions. Evangelicals, for their part, are 25.4%, making them the largest religious denomination in American society (America's Changing Religious Landscape, Pew Research Center, Religion & Public Life. 12 May 2015, <https://www.pewforum.org/2015/05/12/americas-changing-religious-landscape>).

According to a study conducted by the center already cited, 82% of white evangelicals believe that God gave Israel to the Jewish people. Fewer than half of Judaism and Catholic Americans agree with this statement. According to another poll commissioned by Bloomberg TV, nearly 60% of evangelicals say the US should support Israel, even if their interests conflict with those of US citizens (see Connely, 2016).

Evangelicals in the United States are an immanent part of the Republican Party electorate. Very often, with their full mobilization, her candidate wins at the expense of the Democratic Party. Evidence from evangelical mobilization in recent successful Republican presidents shows this. For example, behind George W. Bush – a son 74% of them stand behind him. The largest mobilization of evangelical voters occurred in 2016. Then, about 85% of this electoral contingent supports Donald Trump. During the November 2018 partial elections, the inseparable link between the current US head of state and the more radical Protestants, once more, was reaffirmed. Evangelicals are fundamentalists. He personally participated in the campaign of the Republican candidates closest to the evangelical circles, candidates for senators, congressmen, and governors. They were able to win at the expense of closer to non-evangelical circles in this political formation.

In this light, the principles, tenets, and ideas of evangelicals, including Judeo-Christian millionaire, directly reflect the foreign policy of the current US administration in the Middle East. The move of the US Embassy from Tel Aviv to Jerusalem in April 2018 is as political as it is a religious act. That was one of Trump's election promises during his election campaign in 2016. More than 60% of US evangelicals support this political act (see Illing, 2018). "Supporting Israel is not a political issue ... it is a biblical issue," said Pastor John Hayy, founder and national chairman of Christians at the United Kingdom Evangelical Organization for Israel (see Illing, 2018).

The Islamic Republic of Iran is dominated by the Shiite denomination school of the 12 imams. The Ja'afarites, as they are called, build a religious-political management paradigm, constructed on an entirely inverse form, with that of the Evangelicals. If some associate the resurrection of Christ, the messiah with the Jews, and Israel, then the other, on the contrary, bind the coming of their messiah, I have Mohammed al-Mahdi, with the destruction of the Jewish state. The Ja'afarites extend the scheme of confrontation with imaginary enemies. Among them, they place all their dogmatic opponents, both Sunnis, Christians and Jews. Still, Big Satan is the United States, and Little is Israel. The difference, however, is that the Ja'afarites are seeking the destruction of the elites, i.e. countries created by opponents, not followers themselves. It is no coincidence that under the current Iranian constitution, quotas have been set for minorities in the legislature, some of which are Jewish.

For example, the IRIB government website details the return of the messiah in great detail (see Lappin, 2006).

He will appear as a young, handsome man in Mecca who will rise up there. The Messiah will conquer the entire Arabian Peninsula, staying in Mecca for some time, and then going to Medina. Later, he will conquer Syria and Iraq and eventually settle in the Iraqi city of Kufa, which is sacred to the Shiites. The Messiah will fight the Sophians<sup>1</sup>. In the messianic narrative of the state-run Iranian media, elements of the so-called asyah, the biography of the Prophet Muhammad and the birth of Shia in the person of its creator Ali bin Abi Talib are felt (654-661). It is noteworthy that rewriting the history of Islam, such as the Ja'afarite messiahship, is part of the aspirations of a confessional Shiite minority to become a majority in the battle with Sunni opponents. The war is against the so-called. The "mischievous elements" that the messiah will strike. One of the major battles will be the conquest of Jerusalem. The interesting thing about this

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<sup>1</sup> Maui bin Abbi Safian is the founder of the Omayyad Dynasty (661-750), whose capital is Damascus. He embodies the Sunni dominance in the battle against the rebel Shiites. The culmination of this is the defeat that his son, Yazid bin Maui (680-683), inflicted in 680 on the successor of the first Imam and the fourth Righteous Caliph Ali bin Abi Talib (654-661). The battle is taking place in one of the Shi'ite holy cities of Karbala. For more information, see: Tabari, M., *Tarikh umam wa muluk, History of Nations and Kings, Gift of Al Nahda Al Arabia*, Beirut, Vol. 5, p. 325)

case is that “Mahdi would send 10,000 people (both east and west) to kill the Safians who were in Beit al-Makdas, Jerusalem, which was currently occupied by the Zionists” (see Lappin, 2006).

A detailed scientific research of Imam Mahdi is made by an Iranian cleric, Ayatollah Ibrahim Amini. He is a member of the Council of Experts and is considered one of the main contenders for the post of spiritual leader of the Islamic Republic after the current holder, Ayatollah Ali Khamenei. He was born in 1925 in Najafabad, Iran (For more biographical information, see Ayatollah Ibrahim Amini’s official website, <http://www.ibrahimamini.com/ar> ). It is often seen as more moderate among the upper class of theologian lawyers in Shi’ite Iran. In 2015, he wrote the theoretical work, “Imam Mahdi. The true ruler of humanity” (see Amini, 2015).

The book details the idea of the Messiah and the state that he will create for the Clerics of Ja’afarit. The Iranian fakih (jurist-theologian) does a very deep dissection of the genesis of Messianic thought in Muslims, distinguishing it between Sunnis and Shiites. Quite purposefully, he quotes hadith authors who refer the origins of the Messiah to Fatima Zahra, the daughter and wife of the fourth righteous Caliph, the founder of the Shiite denomination Ali bin Abi Talib. Moreover, in the fourth paragraph of “The Invisible World and the Imam of Time,” Ayatollah Amini states that Mahdi is among the heirs of the third imam, Hussein bin Ali (Amini, 2015: 62).

In the paragraph “Mahdism, Jews and Iranians”, Jatollah Amini reveals why the Shiites who believe in Mahdi have a negative opinion of Jews. According to them, many Jews have embraced Islam, not for their faith alone, but for material gain and fasting. Many have achieved high status through intrigue and betrayal. The author recounts that they even deliberately entered the Islamic community to destroy it. They have caused many divisions, destruction and wars for Muslims. According to him, this is the case with the Islamic theologian Abdullah bin Saba (600-680) (Amini, 2015: 43). The latter is a former Sana’a Jew, Yemen, converted to Islamic religion (Bitar, H., Osman bin Afan, Al Ordon, Maktaba al Manar Lil Tibaa Walil Nashar, 1988: 67-89).

The Shiites’ hatred of the Jews may well be the result of intra-confessional competition between two minorities. If the dominant Sunni majority is deliberately in control of the foundation of the state, including the top of the statistic pyramid – the Caliph, then minorities have always been a “democratic” scenery. They are seeking to fill the second-level positions of power. In fact, Shiites perceive converted Jews as an obstacle to getting posts in the statistic establishment. In the present case, there is virtually some kind of cumulation and acceleration of Shiite-Jewish frustration. Ethnicity is also added to the confessional principle. Shiite absorbs in itself the Persian and subsequently the Iranian component. This crystallized only in the eighteenth century, when the Sefewid dynasty, which ruled Iran during the period 1501-1722, adopted Shiite legal jurisprudence. The hatred of high-ranking Jews in the state hierarchy is conceptualized and transformed into the philosophy of Mahdism. Thus, the religious-governing ideology of the Shi’ite-Persian minority state becomes overtly anti-Semitic.

In his book, the Iranian theologian also addresses the issue of the residence of the 12th Imam. Ibrahim Amini rejects the theories of medieval Shiite fakhiyah that Imam Mahdi lives in al Jazeera al Khadra, the Green Island. These are two mythical, the Shiites, the city of Jabalka and Jabursa, which were located in the Eighth region (Ghaemmaghami, O. 92014: 140-141). He tries to be realistic and therefore claims that the Messiah lives among humen (Amini, 2015: 153).

It is no coincidence that the spiritual leader himself, Ayatollah Ali Khamenei, claims that he met with Imam Mahdi in July 2010 without giving any details about the event. At the same time, as a direct consequence of this meeting, he claims to be the personal representative of the messiah. For this reason, all people should obey him (see Rosenberg, 2005).

The final paragraph, “The Marks for the Zuhur, the Emergence of Mahdi,” summarizes and brings to the fore the Universalist, Islamist-centric and Shi-centric idea of Mahdism. According to the author, the center of the world is the city of Kom, the largest religious center in

Iran. It will bring forth messages of victory for Islam worldwide, as this religion will become official everywhere. The messiah himself would set up a world Islamic government, members of which would be appointed governors of individual regions.

Through the prism of the utopias, the theoretical Ayatollah is trying to give the Mahdist state real economic and even urban development touches. Many of Ibrahim Amini's views are reminiscent of those of the "political urbanist" of ancient Greece, Hippodemos of Miletus, who carved out the "ideal city" in the 5<sup>th</sup> century BC.

"People's economic condition will improve significantly. There will be plenty of rain to sink the earth into greenery. There will be all kinds of grains and fruits in abundance. The necessary improvements in agricultural production will be introduced. People will pay more attention to God's presence than to sins. New, innovative programs will be introduced in road construction. The main thoroughfares will be sixty yards wide. There will be so much diligence in the construction of the roads that the mosques standing in the middle will be destroyed. Walkways will decorate the streets. Pedestrians will be asked to cross roads only at the designated location, while drivers will be asked to drive their vehicles only in the middle. All windows of homes facing the street will be closed. The construction of open sewers and sewers will be prohibited. The current ones will be removed. The high mosques, as well as their minarets and the bars separating the imam who leads the prayer from the worshippers, will be removed." (Amini, 2015: 233)

The question that the author asks is: "Will the majority of the world's population be killed?" He is seeking an answer to this complex dilemma, as Shi'a is a minority destined to rule. At the same time, he and his messiah do not want to kill the rest of the people, as this means that they will "run a cemetery". Then they would generously offer them either to accept Islam and the Shiite version or to pay the *jizya* tax, as the Qur'an commands for the followers of heavenly religions (Christianity and Judaism). However, in such a situation, war was inevitable as the messiah was coming to bring about a world revolution (Amini, 2015: 235).

In the views of Iranian Ja'afarite clerics, the appearance of the messiah is directly related to the destruction of the state of Israel. Not by chance, in 1979, the first foreign minister of the Islamic Republic of Iran, Ibrahim Yazdi, proposed a similar foreign policy act during the commemoration of Jerusalem Day. The latter is celebrated every last Friday of the holy month of Ramadan (see Ardalan, 2013).

After Ayatollah Ruylahlah Khomeini, the founder of the Islamic Republic, declared that the religious obligation of every Muslim was the liberation of Jerusalem, and subsequently every speech uttered on that day by the religious leader, added: "... there are forty days left the destruction of the State of Israel." Moreover, the current Ja'afarite elite explains significant anti-Israeli events as a step towards the coming of the Messiah. These include the creation in 1982 of the radical Hezbollah movement in Lebanon, the war in 2006 between the Jewish state and Hezbollah, the continuing clashes between Israel and the radical Palestinian movement Hamas and others. The counter-actions, anti-Iran actions of Israel and the US have been explained by the desire of both countries to hinder and delay the appearance of the messiah. This is how the US military intervention in Iraq was interpreted in 2003 (see Ardalan, 2013).

Particularly active in promoting Mahdism as a doctrine of Iranian foreign policy is former Conservative President Mahmoud Ahmedinajad (2005-2013). He was strongly influenced by such Iranian secular and religious thinkers as Ali Sharia, Nawab Safavi, Jalal al Ahmadi, Ahmed Fardid and especially Ayatollah Mohammed Takki Mesba-Yazdi. In his unusual activities, for example, he wrote a letter to Mahdi, the messiah, and placed him in a well in the city of Kom with full awareness that the messiah would read it. For example, he claims that the Americans were extremely brutal in overthrowing Saddam Hussein in Iraq because they searched for "the Mahdi file but failed to find it." Thus, in 2005, he organized the first world conference on the Mahdist

doctrine, which he directly related to Iranian theocratic governing philosophy of Wahl al-Fakih, the dominance of religious power over secularism (Ahdiyyih, 2008: 27-36).

The current tensions between the US and Iran, following Washington's withdrawal from the Iranian nuclear deal, signed in Vienna in 2015, have also given new impetus to the development of Mahdist theory. According to posters distributed near mosques in the northwestern Iranian province of Zinjan, the delay in the emergence of al-Mahdi al-montazar, the expected messiah, is due primarily to the conclusion of the Iranian nuclear program agreement. The poster depicts the spiritual leader of Ayatollah Ali Khamenei in a very close-up view, and much less so - US President Donald Trump. According to Iran newspaper, it is a public interpretation of a local leader of Ayatollah Ali Khamenei's statements on the Iranian Nuclear Program Treaty.

The Iranian print media notes that "the person who organized the posting was Ali Mohammadi – the head of one of the bases' headquarters, the Organization for the Repression Mobilization". Extremely cruel, suppressing anti-government demonstrations, the members of this pro-government militia are usually volunteers from small towns, mostly villages, with only their leaders receiving state salaries.

In an analysis of Mohammadi's actions, the media suggested that the local Islamic activist in question had influenced and practically repeated the words of Ayatollah Ali Khamenei that "the nuclear agreement would delay the emergence of Imam Mahdi" (Al Mahdi Wah al Itifaq Nahawi, Mahdi and the Nuclear Agreement, 13 July 2019, <https://eldorar.com/>).

#### 4. Conclusion

It is apparent that visions of two minority antagonist-minded denominations clash with the assessment of the existence of the State of Israel. The first, the Evangelical, is a strong supporter of the Jewish state, and the second is the Ja'afarita, which strongly denies its existence. This type of confrontational and mutually-renouncing energy, turned into a foreign policy of two countries with enormous potential, heralds a long and devastating fight. The problem is that they are self-generating, making US-Iran relations difficult to predict. If a confrontation schedule is to be drawn, it is zigzagging. The reason is that the social strata that bring to the top of the political pyramid in the two countries the subjects who materialize the philosophies of Judaism and Mahdism are not constantly present and often give way to their national competitors.

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## Thoughts of Teachers About the Special Education and Training (SET)

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### *Abstract*

The present work deals with the general concept of the verb “educate”, but also the more specific concept of educational methods, rules and pedagogical principles that govern the learning process for students with autism. The research focuses on the education of students with autism according to the theory of mind (TOM) and the application of differentiated pedagogical materials and educational tools, according to the TISIPfSEnS (Targeted Individual Structured – Inclusive Intervention Program of Special Educational Needs). It also focuses on the relationship emerging from the educational process between the teacher and the student. The methodology utilizes a bibliographic overview and study of texts on childhood autism by Claire Synodinou’s book, reflecting on the meaning of the education of the mind and the soul. The research tools are defined according to the methodology of observing children with special educational needs (SEnS). The first tool uses hetero-observations for understanding persons with autism which conducted as part of a voluntary work in Day Center for children and adolescents, exploring the meaning of mind and soul education through interactive teaching sessions between therapists and the 15 serving persons with autism, aged 8 to 19, with an average age of 12 years. The second tool utilizes the self-observations of the volunteer – philologist about what she understands and thinks about the special education and training (SET) to the autism. The thoughts contain as a part of the pedagogical tool TISIPfSEnS education with emphasis to the differentiated pedagogical material used to carry out the educational process. The results suggest the need for reformulation of meanings for the SET, the mind and the soul primarily intended to humans with peculiarities, such as neuropsychiatric disorders in autistic spectrum. Furthermore, the necessity of educating People with Autism in Day Centers with the TISIPfSEnS pedagogical tool is emphasized. Concluding the above, it is suggested to study the TOM theory for autism, as well as the more systematic SET with the soul of both the teachers and the student.

*Keywords:* educate, autism, TISIPfSEnS, hetero-observation, self-observation.

### 1. Introduction

#### 1.1 *Theoretical clarification of terminology*

In the theoretical part we look at the terminologies regarding the true meaning of the verb “educate” in people with autism, the Special Education and Training, the Autistic Spectrum Disorders (ASD) (Christakis, 2011: 191), the Targeted Individual Structured – Inclusive Intervention Program of Special Educational Needs (TISIPfSEnS), Theory of Mind, Day Centers

and the Methodology of Observing People with Autism, with Self-Observation and Hetero-Observations (Christakis, 2011: 21). The purpose of this study is to highlight the necessity of using hetero-observations and self-observations by the volunteer-philologist at the Day Center for People with Autism through the TISIPfSEnS pedagogical tool, aimed at understanding autism. The true meaning of the verb “educate” lies in the importance of systematically teaching, imparting (developing) knowledge or developing skills in a particular subject and is also defined as practicing a particular subject in the dictionary of the New Greek language, with comments on proper use of words, interpretative etymological spelling of synonyms – opposite main names of scientific terms acronyms (Babinotis, 2002: 574).

The conceptual approach of Special Education and Training (SET) is very complex and is defined both by the models referring to the necessity of special education programs as well as by the institutionalization of special education programs (Drossinou Korea, 2017: 88). The discussions around the issue of neuropsychiatric disorders and autism emphasize the first two decades of the 21<sup>st</sup> century (Synodinou, 1999: 39-51) and focus on organic basis (Hut, 2005: 319-344) of autism with respect to neurobiological, neurophysiological, and neuropsychological correlates (Drossinou Korea, 2017: 734-736). Autism is characterized as one of the most elusive, complex and difficult (Grandin, 2009) in their treatment of neuropsychiatric developmental disorders, highlighting the wide variety of clinical expression resulting from multifactorial developmental dysfunctions. These dysfunctions result in severe disturbances in the behavior of autistic individuals, in the development of social relationships (Tordjman, 2019) and in the reciprocal interactions with other individuals with whom they coexist, or in general with their social environment (Vojundroukas, Kalomiris & Papageorgiou, 2007). The neuropsychiatric disorder of autism, is complicated and difficult to deal with, because so far the investigations, although they have documented the biological rather than psychological origin, not found a single biological cause that the causes and the reasons appear be like the expression clinic, multifactorial (Panhellenic Association of Speech Therapists, 2007: 65-66).

The Targeted Individual Structured – Inclusive Intervention Program of Special Educational Needs (TISIPfSEnS) as a term refers to the educational model of special education. It is a pedagogical tool that is utilized to address the special educational needs of children and young people through differentiated and structured teaching intervention (Drossinou Korea, 2017, 305-381). The Neuropsychiatric disorders and autism in children and young people use the pedagogical practices in the school, in the academic community, and the family “through” the special education proposal and training (Drossinou Korea, 2017: 731-777). Autism Spectrum Disorders (ASD) (Synodinou, 1999: 39-51) concerning the neurobiological (Hut, 2005), the neurophysiological and the associated neuropsychiatric bases (Drossinou Korea, 2017: 735) and it is characterized by deficits in behavior, in the development of social relationships and mutual interactions with their social surroundings (Drossinou Korea, 2017: 727-808).

The “theory of mind” is a psychological theory that has proven successful and accurate in predicting and interpreting the universal and specific characteristics of autism. Researchers Uta Frith, Alan Leslie and Simon Baron – Cohen have suggested that the trio of autism-related behavioral deficits are the result of a deficiency in the fundamental human capacity for “reading the mind”. Children with normal growth, from the age of about four years, realize the ideas and desires that people have about the world and that these mental states determine more than the natural state of the world a person's behavior. The interpretation of autism according to the “theory of mind” indicates that people with autism do not have the capacity to think about ideas of their own or of others, and are therefore particularly deficient in certain skills related to socialization, communication and creative imagination (Happe, 2003: 81-131).

Day Centers for People with Autism function as day care units and enhance the psychosocial rehabilitation of children, adolescents, and young adults (ages 8-22) with

autism (Hellenic Society for the Protection of Autistic People, 2017), as part of a private non-profit initiative, with the ultimate goal of autonomy and full integration into society. The services are the diagnostics, the Therapeutic rehabilitation based on the principles of TE ACCH as the Treatment and Education of Autistic and Communication Handicapped Children, the ABA as the Applied Behavioral Analysis, the PECS: Picture Exchange Communication System (Hut, 2005), the Child Psychiatry monitoring, Family Counseling (Drossinou Korea & Galani, 2016), the speech therapy, occupational therapy, special education, and Adapted physical education (Drossinou Korea, 2017: 57-72).

## 2. Methodology

The participatory observation methodology (Avramidis & Kalyva, 2006: 219-271) of the volunteer-philologist refers to the ability to collect information through the senses of sight, hearing, smell, touch and taste. It is distinguished in hetero-observations and self-observations (Drossinou Korea & Bakogianni, 2018: 49-56). The volunteer-philologist's observations focus on what the individual does with autism, dealing with, and communicating with, the philologist with a specific goal of teaching intervention and providing challenging dynamic stimuli for learning readiness. Self-observations focus on what the observer feels about the educational problem of autism, highlighting what he or she experiences in the emotional transaction with the child, what he or she hears from the child and what he or she thinks about the child, as well as teaching strategies and techniques that take place in the teaching practice. Also note the words of the person with autism spontaneously says to the therapist, to himself or herself and to surrounding people in general. Also, we have used the bibliographic overview of autism was used as a study tool by Synodinou's book *Childhood Autism* and our experience as a volunteer at an Autism Day Center.

### 2.1 Working assumptions

1. If therapeutic approaches are aimed primarily at humans and then at specificities.
2. If the fulfillment and the achievement of educational skills is promoted through the use of the pedagogical tool "Targeted Individual Structured – Inclusive Intervention Program of Special Educational Needs (TISIPfSENS)".

### 2.2 Research tools

The differentiated pedagogical, educational materials and their bibliographic overview from Synodinou's book used between the research tools. The diversified teaching interactions are accompanied by differentiated pedagogical materials and educational tools (eg cognitive, differentiated social story texts with visual conceptual facilitators, machines, shoe – boxes, folders), designed and implemented by the teacher, according to the particular needs, interests and characteristics of each child. Also, the diversified pedagogical materials and educational tools were used, in relation to body boundaries. Synodinou uses a mediation in the therapeutic relationship developed with educational materials, such as clay, painting, and engravings, depending on what the children choose. The mediation through the plasticine and the fingerprint painting is also used to develop relationships between a child with autism and an adult, educational, special teachers, educator, therapist. Mediating plasticine or graphs allows the space to be created between the child with autism and the special educator (therapeutic relationship: patient-therapist, one-to-one), as Synodinou points out. This space is a kind of neutral field – the field separator, and co returned within the same time – which protects vulnerable parts of both disclosed in this relationship one opposite the other (face a face). This

intermediate neutral space allows them to meet there and remain without fear of being hurt. The media used – plasticine or white paper – is like a screen on which the patient can leave traces. This “screen” is white at the beginning of each session; it fills with colors and enriches as the communication articulates. Such special pedagogical practice favors opening the child out, as well as the necessary space and time is given, by the time the child begins to treat the outside of it. So, the research is empirical and utilizes the methodology of participatory observation (Avramidis & Kalyva, 2006: 44-60) of the volunteer-philologist according to the pedagogical principles of Special Education and Training, in 15 individuals, 8 -22 years old with autism.

### 2.3 *First research tool: Hetero-observations*

Hetero-observations refer to the frequency of weekly participatory observations in the Day Center on certain days of the week and with a certain time of onset and expiration of observations. The hetero-observations of the volunteer-philologist focus on the achievement or not of the educational skills with social activities integration. These record the data on the educational skills (1), the teaching interactions (2), and autonomy levels (3). Social inclusion activities are carried out with the help of volunteer-philologist inside and outside the Day Center. The programs are distinguished in internal and in external. In internal programs, the participatory observations record educational skills either individually or at the micro-group level. The content of these internal social inclusion activities is about puzzles, painting, plasticine, music, self-employment, rotate series, tactile adjustment and desensitization activities, preparation of the lunch, gymnastic, card matching, creative work, relaxation, washing, leveling and picking table, folding clothes, games with the ball, learning PECS, activities thin - gross motor, activities of contact and social conciliation in the form of dialogue. The content of external social inclusion activities refers to community integration, such as excursions. The teaching interactions are marked with the observations in interior and exterior environments. The interiors are bordered by classrooms featuring plastic, wooden pedagogical materials, puzzles, desks, plasticine, clay, colors, paints, brushes, scissors, glues, picture cards representing everyday life activities, people’s emotions, social stories, social work, stories equipment (corridor, elliptical, bicycle, balls, wreaths, cones, ropes, mattresses), tablets, bricks, cartons, canvases.

Exteriors environments are bordered by the local community and public stations, as the park, the supermarket, the cinema, cafes, museums and archaeological sites. The learning skills are achieved mainly indoors and record the response to stimuli of simple and complex instructions such as the completion of a puzzle, the learning time, communication with the PECS, card identity with dimensional -3d objects with visualization help, self-service activities. These include tooth brushing, dishwashing, table-picking, supermarket shopping lists, as well as traffic safety and security activities. Part of the training skills is performed with volunteers in outdoor training, such as the supermarket. The volunteer-philologist participated in interactions between people with autism and employees in the supermarket, in financial transactions, in the selection of certain products, in the search for certain products, assisting them in locating the products, the quantity, the size, the weight without some intervention goals according to the TISIPfSEnS pedagogical tool. The conceptual approach “through” to Special Education and Training for children and young people with special needs (Drossinou Korea, 2017: 55-112) support skills at the supermarket focused on financial transaction and understanding of the concept notes and coins in their financial value, without however, to set the target, the specificities of the individual with autism, the construction of differentiated intervention promotes community integration.

The levels of autonomy are described and analyzed in the fifth phase of TISIPfSEnS, assessing the functional achievement of targeted educational skills and scored with very great help (1), great help (2), help (3), little help (4), and without help (5). The volunteer-philologist who

cares some people with an autism uses a scale from 1 to 5 according to the TISIPfSEnS to record social integration and the purpose of the Day Center. Observation time is 45 minutes to one hour depending on the duration of the program and the total time is 4 months (February - May).

The sample consists of 15 individuals with autism, aged 8-19 years. The center accommodates 15 people with an average age of 12 years, 8 boys and 7 girls. One of them had graduated or dropped out of special schools or other special education structures. Moreover, a child participating has weekly session in speech therapy and supported at home by a special tutor of the center. Note also, that the position of volunteer-philologist is not fixed but moves from group to group depending on the needs of the Day Center at both internal and external programs. The volunteer-philologist participates in the Center from 17.00 to 21.00 and runs 3 days a week and the total observation period is 4 months (February – May).

The first group date in 3 April had external integration activity, social club and in this, the visit of an archaeological site. Teaching interactions develop 3:2, that is, 3 people with ASD, a psychologist and a volunteer-philologist. Regarding educational skills, one person took the initiative and initiated a discussion, while regarding the levels of autonomy, 1 out of 3 people managed without help and 1 out of 2 failed to comply with the rules of conduct.

The second group date in 20 May had internal integration activity gymnastics. Teaching interactions develop 3:2, that is, 3 people with ASD, a trainer and a volunteer-philologist. Regarding educational skills, there was provocative and partially aggressive behavior among 2 out of 3 people. One of the 2 people, after reprimanding, stopped paying attention to the other's challenging behavior. As for autonomy levels, all 3 people continued their activities (treadmill, bike) without assistance.

The third group date in 22 May had internal activity, speech therapy. The teaching interactions develop 2:2, 2 people with ASD, one speech therapist, and one volunteer-philologist. The target was the learning of PECS and the social conciliation. After completing and successfully matching items – cards, one of the 2 people with ASD requested the correct card. Regarding the levels of autonomy one person can do without help, the other with little help.

Table 1. The sample of the study

A/a Day Center - volunteer - philologist	Number of people with autism	Average age	Men	Average age	Women	Average age
Afternoon: 17.00-21.00	15	12	8	13	7	15

Table 2. Heterogeneous comments of a volunteer philologist

Day Center Teams 1. Open from 17.00-21.00.

Frequency of weekly observations in the Day Center: three days of 3-4 hours, starting and ending times of observations: February – May

A/S, Date/Groups	Educational skills - participatory observations of the volunteer – philologist			
	Activities (afternoon - evening) Social inclusion	Didactic Interactions	Educational skills	Levels of autonomy
1 <sup>st</sup> team: 3 people Date: 3 April	Afternoon, outside, Social Club: archaeological site	3 people with ASD, one psychologist, one volunteer - philologist	One person took the initiative and started a discussion	Only one out of 3 people managed it without any help and one out of two people managed to comply with the rules of conduct without help

2 <sup>nd</sup> team: 3 people, date: 20 May	Afternoon, indoor, gymnastics	3 people with ASD, one trainer, one volunteer - philologist	Challenge between 2 out of 3 people. One of the 2 people, after reprimanding, stopped paying attention to the other's challenging behavior.	All 3 people continued activities (treadmill, bike) without help.
3 <sup>rd</sup> team: 2 people, date: 22 May	Afternoon, indoor, speech therapy	2 people with ASD, one speech therapist, one volunteer - philologist	Learning of PECS, Social Conciliation. After successfully matching items - cards, he asked for the right card.	One person can help without help, the other with little help

#### 2.4 Second research tool: Self-observations

Self-observations refer to the frequency of weekly participant observations at the Day Center on certain days of the week and with some observation start and end times, but also at a later time when the volunteer thinks about past events, such as why the young person with autism did not have achieved targeted educational skills that promote the quality of life in the community. The self-observations of volunteer-philologist focus on achievement or not of the targeted educational skills to the TISIPfSEnS, which has been taught in university with an emphasis on learning readiness activities that promote social inclusion. These self-observations record individual items about the volunteer's feelings and thoughts about the targeted educational skills (1), structured-teaching and differentiated activities (2), levels of autonomy (3), and achievement levels (4). The targeted educational skills are formulated according to the first, second and third stages of the TISIPfSEnS. That is, the intervention plan is recorded on the basis of systematic empirical observation (first phase), informal pedagogical evaluation (second phase) and steps of segmentation of the educational achievement goal (third phase). The content of the goals is defined by skills that are learned through activities of readiness in the area of emotional organization with emphasis on interest in learning, self-empathy and cooperation with others. The child outwardly expresses his/her self-image, develops interest in his/her environment and collaborates with others, if allowed by the environment, but also by humans. The child's needs to develop social skills and functional interaction with others in his attempt to integrate into his or her social environment is directly linked to his or her feelings. Interests keep the child emotionally alert and working with others allows him/her to evaluate their actions, accept their failures, rejoice in their successes, share and give them the necessary space and time (Ministry of National of Education and Religions – Pedagogical Institute, 2009). The structured diversified activities focus on the achievement of Social Inclusion skills that are not exclusively carried out by the volunteer, but auxiliary within and outside the Day Center. Although differentiated internally and externally, the programs of activities are not structured into educational skills in an individual or small group teaching plan, as proposed by TISIPfSEnS. The self-observations also note what a person with autism could have achieved if there had been a plan with appropriately structured-doctrinal differentiated adaptive activities carried out indoors and outdoors. The self-observations on the levels of autonomy of educational skills are defined by reflection on achievements marked with very great help (1), with great help (2), with help (3), with little help (4), and without help (5). The wording of the comments and suggestions is a continuation of the interactive observations that have been made with participatory observations in internal and external environments. The self-observation at achievement levels is determined by what this young person with autism can accomplish without

the help or care of an adult instructor at the Day Center or even with the support of teaching with a volunteer philologist.

Table 3. Self-observations of a volunteer philologist

Day Center Teams 1. Open from 17.00-21.00.

Frequency of weekly observations in the Day Center: two days 3-4 hours of observation start and end time: February – May

A/S, Date	Thoughts - feelings of volunteer – philologist:			
	-Targeted Educational Skills	-Structured-teaching differentiated activities	-Levels of autonomy	-Achievement Levels
1 <sup>st</sup> team: 3 people Date: 3 April	Start a conversation	Step 1. We sit down Step 2. The teacher starts the discussion Step 3. Children continue	2 out of 3 do it without help	In a group of two, three or four children, each waits his turn and says briefly, showing cards with activities he did the day before. They record what they say and then hear it.
2 <sup>nd</sup> team: 3 people Date: 20 May	Observe the rules of conduct	Step 1. They read their program Step 2. Go to the fitness equipment Step 3. Stop the program	1 in 3 without help	Creating rules of conduct in the form of a 'contract'. Agreeing on common rules and painting them. Image collage in the corresponding rules.
3 <sup>rd</sup> team: 2 people Date: 22 May	Don't be provocative	Step 1. Read the program Step 2. Start activities Step 3. Causes the speech therapist	1 in 2 without help	Visualized rules in the form of social history.

The study was conducted over a five-month period with two weekly participant observations of six hours in the Attica basin.

### 2.5 The limitations of research

The volunteer was given no medical history. Most guests received anti-epileptic and antipsychotic treatment.

## 3. Results

The results show the need to re-formulate the meanings of education, mind and soul that are primarily intended for humans and then for particulars, such as neuropsychiatric disorders in the autistic spectrum. Furthermore, the necessity of educating People with Autism in Day Centers with the pedagogical tool TISIPfSENs is emphasized. according to the research tools and what emerges from them, as used and analyzed, hetero-observations make it easier for the philologist to understand autism and educational practice with differentiated pedagogical materials and educational tools, while self-observations put in volunteer – philologist delimitation issues highlighting the pedagogical reflection and the need to use the TISIPfSENs pedagogical tool.

*3.1 Therapeutic approaches are primarily aimed at the individual and then for the specificities.*

The bibliographic overview of Synodinou's book indicates that plasticine or graph mediation allows to be created a neutral space, a "screen" between the child with autism and the special educator (therapeutic relationship: patient-therapist). This space, thanks to its neutrality, enables the child to unfold unconsciously enough elements of himself, which in any case facilitates the therapeutic relationship. Synodinou says that through her therapeutic work with psychotic and autistic children, she has been exposed to many things. The term "autism" indicates that the child is stuck in his pathology, perhaps because of the term itself, which is interpreted as self-folding, however, even if another term is used, the difficulties presented are commensurate. The special educator with plasticine and painting blocks tries to encounter child autism through this space he creates with the specific pedagogical materials, to understand and help the student who has difficulty in their daily life. The autistic person is completely indifferent to the other and unlike the psychotic one, the confusion between inside and outside does not exist, as the outside does not exist for the child. The paradox is that the outside is intense and the child is simply trying to protect himself from it and not be exposed. Thus, it ends up wrapping itself completely and closing itself in a "shell of impervious defense" (Synodinou, 1999: 35-37).

According to Drossinou Korea's book (2017), the difficulties in educating children with autism require the use of an appropriately Targeted Individual Structured – Inclusive Intervention Program of Special Educational Needs (TISIPfSENs). The TISIPfSENs program emerged from the need to manage pedagogical problems, such as the selection and appropriate use of pedagogical materials and educational resources (see above mediation). This specific pedagogical methodology and didactic approach of students with SEN has been formulated and created, where it is constantly looking for appropriate and smart, pedagogical, long-term and short-term teaching goals. Analyzing the principles of TISIPfSENs it can be seen that they come from a comprehensive assessment of the skills, talents, desires and knowledge of students with SEN and the way they learn. Through the semantics of the acronym TISIPfSENs, five (5) interrelated phases are created that relate to each student and aim at his/her educational problem. The teacher asked to clarify expectations is for the student with autism, emphasizing where possible, greater autonomy, and integration into society. It also attempts to cultivate and make the most of the student's interests. The first phase focuses on systematic empirical observation of the difficulty of the language courses, the second phase focuses on informal educational assessment, detection, identification and understanding of difficulties in language courses, the third phase involves the targeted teaching work plan on language courses with the sub- segmentation of the objectives, the fourth phase focuses on implementation with diversified and creative activities in the language courses and the fifth phase involves evaluating the didactic intervention in language courses (Drossinou Korea, 2017: 320-322).

*3.2 The fulfillment and achievement of educational skills is promoted through the use of the pedagogical tool "Targeted Individual Structured – Inclusive Intervention Program of Special Educational Needs (TISIPfSENs)".*

The relation of educational skills with pedagogical tool Targeted Individual Structured – Inclusive Intervention Program of Special Educational Needs (TISIPfSENs) although it is obvious, but also is not happen in the Day Center. The volunteer-philologist has tried to understand the routines of autism without explaining the purpose, the methodology and the pedagogical materials and the means of intervention. The absence of the TISIPfSENs program has raised concerns and doubts about educational skills in special education and training, as well as the lifelong quality of people with autism attending in Day Centers. According to the experiences and observations of the volunteer-philologist of the Day Center, the meaning of social inclusion



has nothing to do with educational skills with the pedagogical tool (TISIPfSEnSs). Specifically, internal and external education skills remain limited in social inclusion, as they do not follow in the footsteps of the Pedagogical Tool (TISIPfSEnSs), which promotes personalized, structured, inclusive targeting with the help of differentiated pedagogical tools, through systematic observation. The vague educational process governing Day Centers restricts people with ASD who remain stagnant and unchanged in their individual and social difficulties, often displaying new inappropriate behaviors, making it even more difficult to conduct a study and work program.

#### 4. Conclusion

The conclusions and implications for further research illustrate the need to reformulate the meanings of education, mind and soul that are primarily aimed at humans and subsequently for particulars, such as neuropsychiatric disorders in the autistic spectrum. Furthermore, the necessity of educating People with Autism in Day Centers with the pedagogical tool TISIPfSEnSs is emphasized. Its role is crucial in the development of pre-professional skills and the acquisition of autonomy or semi-autonomy (Drossinou Korea, 2017: 91). It is also suggested to study the theory of the mind for autism, as well as more systematic education with the soul of both the educator and the educator. As a precondition, the use of the TISIPfSEnSs pedagogical tool is essential as it helps people with ASD to participate in the educational process by promoting their learning and social inclusion, experiential and interactive expression in the field (Drossinou Korea, 2017: 338). It ensures that the person with ASD understands everything that he/she does on his/her own and with others. This includes planning the transition of the person with ASD from one activity to another by reducing their stress levels (Drossinou Korea, 2017: 341). Finally, it contributes to the differentiated structure of the individual work system and the individual study method as well as being oriented towards learning and pre-occupational preparedness (Drossinou Korea, 2017: 342).

Finally, learning and pre-vocational readiness activities as good pedagogical practices aim to promote and improve the emotional organization skills of people with ASD, awareness of their strengths and weaknesses, understanding of their needs, and their intellectual abilities. Implemented through pedagogical interventions with 3D cognitive machines (shoe – boxes and folders), they do not have a therapeutic mission, but assist people with autism in their socio-communication skills by supporting their autonomous or semi-autonomous living, in accordance with the principles of decolonization of Frame of Analytical Program for Special needs (Drossinou Korea, 2017: 771-777).

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## Counseling Psychology: Types, Objectives and the Role of Counseling Psychologist

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### *Abstract*

In this article the concept of counseling psychology, the four major general groups of counseling psychology, its goals, objectives and types and the role of the counseling psychologist and the characteristics that he should have regardless of the type of counseling he uses are analyzed. The counseling psychology through different theoretical approaches will be discussed in more detail. Regarding the types of counseling psychology a general distinction that can be made as to methodology and procedure which is used in counseling psychology, is between individual or personal and group counseling. The role of the counseling psychologist it could be argued that he does not only deal with psychotherapy, but also with research, teaching as well as with administrative activities, depending on the context in which he operates.

**Keywords:** counseling psychology, counseling psychologist, objectives/types of counseling psychology, roles of counseling psychologist.

### 1. Introduction

“Counseling psychology” is a branch of psychology that deals with the development or restoration of mental health of people (or group of people), which has been disrupted by a variety of environmental influences or internal conflicts (Malikiosi-Loizou, 1996).

As a scientific discipline, counseling psychology is concerned with research, theory and application. Through these three core levels we can discover the main elements of counseling psychology and to define it by stressing only one or more of its aspects. Thus, it can be considered at a theoretical level, i.e. in terms of trends and prevailing theoretical groups. At the process of level on the other hand, the basic relationship between consultant and consulting, all the techniques through which the consultative process leads to better results, but also the key objectives that every time are raised during counseling are pointed out (Malikiosi-Loizou, 1996).

The American Psychological Association, taking into account the range of definitions that have been given from time to time based on various theoretical approaches, defines Counseling Psychology as “... the specialty under which the consultant psychologist helps the consulting to improve his personal situation, to relieve the sorrow and sadness, to resolve the crises he faces, to develop the ability to solve problems and be able to take his own decisions. It also supports the psychological growth and development of the consulting, by helping them to make better use of the resources and capabilities they have or by showing them the way to develop

new methods that will help them to help themselves. In order to approach the consulting, the counseling psychologist uses systematic approaches that rely on research to help him, but also the consulting to understand fully his problems and develop ways to solve them. The problems that lead a man to seek the support of an advisory psychologist spring from environmental influences or internal conflicts and can be professional, educational, emotional, social, developmental or health problems” (American Psychological Association, 1956).

Current data of a society with revolutionary changes in the institution of family, in morality, in values and attitudes, in occupations and working life, in economy, in politics and in educational systems, create a great need for counseling psychology.

## 2. Counseling psychology through different theoretical approaches

Counseling psychology is based on a variety of theoretical views. Each of these approaches man through a different theoretical framework, following its own special consultative procedure and using a variety of techniques depending on the subject to be treated.

Ms. Malikiosi-Loizou, in the book of *Counseling Psychology* (1996) makes an attempt of grouping the theories of counseling, based on the clustering model of psychotherapeutic theories of D. Frey (1972). The two axes, proposed by Patterson (1966) and London (1964) intersect and create a system that is able to show the relationship between the theories as to the process of counseling – to change a behavior (Patterson), and the objectives of this process (London). The closer one theory is at the intersection of these two axes (process and objectives), the more similarities it has with others in a similar position. On the contrary, the further away one theory is from the intersection of these two axes, the more it differs from other approaches (Malikiosi-Loizou, 1996).

In brief, the four major general groups of counseling psychology are:

- Logical-intuitive theories

In this group there are theories that express the view that man can, using logic, gain insight that will lead him to change his behavior. Such theories are Transactional analysis, the logic-thymic analysis of Ellis and the individual psychology of Adler. The psychology of Adler is located near the intersection of the two axes and contains data of processes and goals from all four groups.

- Intuitive-emotional theories

The theories of this group profess that man can gain insight only if he first understands his feelings and his inner motives. This group includes the psychoanalytic theory of Freud, the Ego counseling of Erickson and Fromm, person-centered approach of Rogers and the existential approach. Of the above approaches the last two are very close together highlighting the inner, subjective world of man.

- Emotional-reactive theories

They point to the activation of the individual for behavior modification through the understanding of emotions and internal motivation. Representative theory of this group is the morphological theory.

- Active-logical theories

The behaviorists, the theory of characteristics and factors of Williamson’s and the theory of reality of Glasser belong in this category. These theories emphasize rational processes

that lead to specific changes in behavior. They believe that first changes behavior and then feelings (Malikiosi-Loizou, 1996).

Each of these theories, which are classified in four groups, takes a different approach to technical situations, while their application is suggested for specific cases. So, the logic-thymic due to its nature and the treatments it suggests, is appropriate for people with mild or severe emotional difficulties. In contrast, people with severe mental disorders (schizophrenia, manic), with severe brain damage and autistic cannot be helped by it (Malikiosi-Loizou, 1996).

The Transactional analysis is primarily a group treatment approach; this does not mean that it cannot successfully apply on individual cases. It is used with prisoners and hospitalized people and in institutions in general to develop better human relationships in them. It is also suitable for marriage and family problems. It is applied with great success on people mentally retarded, increasing their effectiveness (Malikiosi-Loizou, 1996).

The Adlerian psychotherapy method is used for the treatment of all mental disorders and is widespread in family counseling, with educational programs for better parenting (Malikiosi-Loizou, 1996).

The psychoanalytic approach is dealing with any human behavior and experience of family or marital problems, alcoholism, and homosexuality until severe neurotic and psychotic conditions, while the followers of *Psychology of the Self* do not deal with the field of psychopathology. Instead, they place great emphasis on developing healthy personality (Malikiosi-Loizou, 1996).

The person-centered approach can be widely applied to all kinds of human relationships and treat successfully various neuroses and other mental disorders. The existential counseling seeks to help the consulting to approach his existential knowledge, while speech therapy, as an existential approach, is particularly helpful in the treatment of neurotic or psychotic conditions, showing strongly prodromal stress (Malikiosi-Loizou, 1996).

Morphological approach is most effective with people too social, moderate and oppressed, often described as individuals with phobias, as non-effective, depressed etc. (Malikiosi-Loizou, 1996)

Counseling based on behavioral therapy is widely used in personality disorders, neurotic and psychotic reactions, childhood disorders, etc., using a variety of techniques (reinforcement, systematic desensitization, etc.) (Malikiosi-Loizou, 1996).

The theory of reinforcement and psychoanalytic therapy is effective with people whose confusion is a result of learning and is not due to organic causes (Malikiosi-Loizou, 1996).

Finally, counseling based on treatment of reality cannot be applied in cases of great mental retardation, autistic and in other similar situations. Nevertheless, it has been used with great success in the field of education, in cases of juvenile delinquency, in family and marital conflicts and in mental illness, mild or severe (Malikiosi-Loizou, 1996).

Counseling process can be based on these different theoretical approaches, which despite their differences tend to agree and converge on some of their key points. So, they all agree that man is motivated by internal or external needs which must be met and that the environment plays an important role in shaping one's personality (Malikiosi-Loizou, 1996).

They also agree on the ultimate goal of the counseling process, which is to facilitate personality change (Hamblin, 1974) by putting however on every one of these general or specific objectives. Some talk about reorganization of the personality, others about treatment of mental illness, and others about adaptation to the environment, others about learning adaptive habits,

about stress reduction, about relief from pain. Finally, others aim at self-realization, self-knowledge and others at eliminating an undesirable behavior (Malikiosi-Loizou, 1996).

Counseling is based on the importance of the relationship between the consultant and the consulting, which is of great importance in all theoretical approaches. Thus, there is complete agreement on the basic traits of a good consultant or therapist, such as authenticity, maturity, empathy, the ability to create an atmosphere of acceptance, trust and security, a warm and acceptable climate, to help the client to overcome the difficulties (Malikiosi-Loizou, 1996).

### 3. Objectives of counseling psychology

Besides the many goals that are set in the context of counseling, depending on the theoretical direction of the consultant and the individual needs each situation dictates, the American Psychological Association (APA) stated the main objectives of counseling psychology and stresses that counseling psychology contributes to (Wrenn, 1957):

- (1) The realistic acceptance by the patients of their capabilities, motivations and attitudes toward themselves,
- (2) The attainment by the consulting of a reasonable harmony with his social, economic and business environment,
- (3) The acceptance by society of individual differences and the importance they have on social, employment and marital relationships.

Besides these general objectives of the American Psychological Association, there are some commonly accepted goals, such as self-enhancement, self-understanding and behavior change (Hamblin, 1974; Malikiosi-Loizou, 1996).

The counseling procedure should tend to try and eliminate any tendency of self-failure the individual might have. In specific, the consultant is required to understand the system of expectations-anticipations of the consulting regarding the impact of a change. For example, the sense of worthlessness and helplessness in the deprived and disadvantaged people predicts failure and passive behavior, despite the success and their proactive attitude to achieve realistic goals. Expectations, i.e., they have about themselves and have built during their life, function as self-fulfilling prophecy and define their behavior. Therefore, basic aim of the counseling process is the process of the expectations the consulting has for him, as these will greatly determine whether there will be a change in behavior (Hamblin, 1974).

The consultant should help in the development of the capacity of the individual to make decisions on his own and be able to plan and organize future activities (Malikiosi-Loizou, 1996). This often requires change of attitudes and behavior in order to cope effectively and realistically with their situation (Hamblin, 1974).

The objectives of the counseling result from the assessment of the problem, namely through the diagnosis. The setting of the objectives, whether they are special and specific or general should be done together, i.e. both the consultant and the consulting to agree meeting them. This process requires special attention; as the consultant psychologist might be carried away by his own values and emotions and so eventually the objectives end up to express his own needs and not the ones of the consulting (Malikiosi-Loizou, 1996).

Setting objectives will generally help to reduce man's confusion and his fears on how to achieve them. They direct the counseling process, determine its duration and are a benchmark of the consulting's progress. The more specific the objectives are, the more easily they are understood and the simpler you can verify their fulfillment (Malikiosi-Loizou, 1996).

#### 4. Types of counseling psychology

A general distinction that can be made as to the methodology and procedure used in the counseling psychology is between individual or personal and group counseling.

Individual counseling is conducted between the consultant and the consulting psychologist. It aims to advance the status of the consulting's mental health, helping him to gain better adjustment, self-aware and more successful ways of dealing with difficulties (Malikiosi-Loizou, 1996).

There are many cases where individual counseling is preferable and more effective. Even when it comes to cases of children in school, often counseling psychologist is required to work only with the child, despite the general view that it is necessary to approach the child in its family environment. There are many cases where parents cannot cooperate with the therapists or cause problems and delay the counseling process. For some of them, the consultant may be the "scapegoat" or a threat of their family status. In other cases, parents may cause a state of negative interaction or getting too much involved when the approach only of the child is necessary (Hamblin, 1974).

On the other hand, group counseling is an interpersonal process that includes an advisory psychologist and two or more people who have something in common (attitudes, ideals, concerns, etc.). Its aim is to detect one's self, the group and/or the circumstances in an attempt to change the behavior of their attitudes. It may involve individual counseling, because through group process every consultant is helped in personal self-awareness as well as in overcoming his difficulties (Malikiosi-Loizou, 1996).

Group counseling creates a positive atmosphere for creative change. It gives individuals the opportunity to compare themselves with other members of the team and to view things from a different point of view. Prerequisite is the establishment of trust, not only between the consultant and each member individually, but also between the members of the group. The consultant should be extremely careful to keep the group under his control, but also to create a climate suitable for the interaction between the members and the expression of their emotions (Hamblin, 1974).

Family therapy or counseling is based on this idea of interaction between the members. According to family counseling the self is a product of interaction with people who are important in our lives. It suggests a variety of family therapy models and interaction, such as the binary model, the model of parents' education, family development model and various other models of intervention in special populations and specific problems. All these models consider family as a subsystem that operates within a wider system (Gibbons, 1998).

A second division of counseling psychology is made as to the kind of help offered and as to the features of the people that aid is aimed at. Thus, we have the following types of counseling:

- Developmental counseling

Developmental counseling ties to determine how to use the basic evolutionary theories in psychotherapy. It emphasizes on specific processes of change, evolution and development, rather than the products of each stage of human evolution. This development may be behavioral, cognitive, emotional, and as appropriate. In general, it helps people learn ways of achieving their healthy development in society.

It is used in children, who are in any case in an evolutionary process. It is not limited only to help resolve or overcome a problem, but also to gain self-awareness and awareness of their potential and to find ways to use their skills.

Developmental counseling aims at helping people to know, understand and accept themselves. It is based on the principle that the basic rules that apply to the development of the child are constantly repeated through processes in everyday life and in the therapeutic relationship (Malikiosi-Loizou, 1996).

- Accommodative counseling

Its purpose is to help people clarify their goals and to act responsibly and in accordance with their personal and individual interests. The lack of the ability of an individual to behave in accordance with the requirements of a state leads to a non-effective behavior.

So, accommodative counseling aims to develop problem solving skills and better ways of making decisions, through the recognition of individual skills, interests and potential in areas such as choosing profession, relationships with other family members, other loved persons with colleagues or classmates. A general rule is that a choice or a decision is considered good when we have thought about the alternatives and we are willing and prepared to accept the consequences of our choice (Malikiosi-Loizou, 1996).

- Counseling for dealing with critical situations

The main objective of this type of counseling is to help the individual to overcome the critical situation he is facing by inspiring confidence first. If the individual feels that you he can trust the consultant he will be able to speak more easily and thus help to reduce stress and consequently to overcome the crisis he is facing (Malikiosi-Loizou, 1996).

- Preventive counseling

Preventive consulting has notably developed in recent years in an attempt to promote information, awareness and sensitize people on various topics of professional, interpersonal, sexual or health issues that may arise, and how to face them. It also aims to prevent an event, which can negatively affect people.

Its key features are: (a) that it is designed to help people who have not asked for help, (b) that it is designed to help many people, (c) its effects are indirect, (d) it creates ways to ensure that its influence will not stop, and (e) it may include changes of basic rules or organizational structures (Malikiosi-Loizou, 1996).

- Vocational counseling

It helps the individual to prepare for his working life and choose a profession that suits him. It is the first kind of counseling that was developed by psychologists and holds quite a significant place among the other types of counseling, as career choices play an important role in the integration of any individual and directly related to the abilities, interests, maturity and other traits of our personality.

Prerequisite is from the one hand for the consultant to know well the individual's personality and from the other hand to be fully aware of the variety of jobs available and the requirements or the risks involved, in order to help the individual to choose the right profession (Malikiosi-Loizou 1996).

- Educational counseling

Educational counseling is focused on the child's development and adaptation to the school-learning environment. It applies to all levels of education from kindergarten to university and assists in the areas of educational, professional and personal development. Thus, it extends beyond school, home and community, to gather useful information in order to help more efficiently every child's evolution. It aims primarily to help individuals develop psychologically



and biologically, to seek their identity and proceed to choose a profession (Malikiosi-Loizou, 1996) (Hamblin, 1974).

- Work counseling

Work counseling is encountered in the workplace and deals with issues or concerns that people have about their work or problems that complicate their job performance. It aims at better adaptation to one's workplace, to raise morale and greater satisfaction through work, so as to eventually be more efficient (Malikiosi-Loizou, 1996).

- Restoration counseling

With the term restoration we mean the process to assist a person with physical disability or mental disorder to be a part of society to the fullest extent his capacities and capabilities permit him to.

The counseling psychologist works with disabled people to help them overcome their personal, educational, working or social problems. It covers all ages and may work in various areas, such as hospitals, schools, rehabilitation centers, community centers, etc. It deals with issues such as the need of disabled children to special educational opportunities and smooth social experiences, emotional issues that a disfigured person may be facing, adjustment to reality etc.

In general, the main goal is to help people who are disadvantaged to join or be reintegrated into society, not only by helping them but also by sensitizing and informing at least their immediate family environment (Malikiosi-Loizou, 1996).

- Family-marital counseling

This kind of counseling mainly deals with solving problems that arise from marital or family relationship, and also family planning and divorce cases, helping the family to cope more constructively with the problems arising from this dissolution. It helps the family members to communicate better so as to find together a solution to their problem.

It generally deals with interpersonal relationships between spouses, parents and children, siblings, problems with parenting, sexual problems with spouses, with financial and legal problems within the family, as well as with the choice of partner and the prediction of success or failure of a relationship in family planning (Malikiosi-Loizou, 1996).

- Multicultural counseling

It applies to "any counseling relationship in which two or more of the participants differ in their cultural background, their values and their way of life" (Sue et al., 1982).

It is possible, therefore, for people who migrate from one country to another, to seek help in a counseling psychologist. He should be sensitive enough to understand the feelings that this particular group of people may have, due to lack of help and strength. He needs to know the benefits the national minorities can offer in the country, such as labor supply, in order to be able to help them (Malikiosi-Loizou, 1996).

- Elderly counseling

It offers its services to elderly people who have biological, psychological and social changes that affect their behavior and ability to adapt. There are various types of counseling an old person might need (legal, economic, psychological and other). The elderly counseling follows the laws, principles and procedures of counseling that apply to any other age group, but stress the special knowledge and sensitivity of the consultant to identify the characteristics and problems that occur with age (Malikiosi-Loizou, 1996).

- Pastoral counseling

Pastoral counseling is offered by clergymen who try to connect and combine spiritual values with a psychological approach. It faces and handles personal, emotional, social and religious difficulties and problems. Most of them are about marriage, parenting, family relationships, grief, sorrow, pain, illness, guilt and religious pursuits (Malikiosi-Loizou, 1996).

#### 5. The role and characteristics of the counseling psychologist

The main role of the counseling psychologist is therapeutic or remedial, preventive, educational and evolutionary. On the issue of treatment or rehabilitation in particular the counseling psychologist helps people who experience directly some difficulty. As far as prevention is concerned, the advisor provides or prevents difficulties that may arise in future. The teaching and evolutionary role of the consultant involves the design, acquisition and production of the greatest possible profit from experiences that will help people discover and fulfill their potential. Counseling psychology deals not only with psychotherapy, but with research, teaching and administrative activities, depending on the context in which it operates (Malikiosi-Loizou, 1996). It is obvious that the counseling psychologist must be aware of the various departments, centers and generally institutions that anyone can address to, although this is the role of the social worker.

The counseling psychologist, offering either individual or group counseling, should be able to feel empathy, non-possessive warmth and to be distinguished by the authenticity of the therapeutic relationship with the consultant. These features are considered to be fundamental to the counseling relationship, regardless of the theoretical direction of the consultant, the method he follows and techniques he applies. Moreover, it has also been proven by many studies that these traits are highly correlated with the successful outcome of the psychotherapeutic process. In specific, studies emphasize that the level of empathy, warmth and genuineness of the therapist is associated with constructive behavioral change of the patient (Malikiosi-Loizou, 1996).

These characteristics are of course necessary in a therapeutic relationship, they are not however sufficient alone. As studies have shown, even therapists who have these traits at the same level, have different therapeutic effects (Malikiosi-Loizou, 1996).

The consultant is often required to respond in various and creative ways, which means that he must have the appropriate mental capacity. Adequate psychological knowledge is considered perquisite, and many times he will have to develop the ability to combine intuition with clear thinking and identify the significance between seemingly isolated data (sometimes not at all unrelated, but actually very relevant) (Hamblin, 1974).

Many studies, however, says Polmantier (1966), agree on some other features of the consultative psychologist which are considered necessary, regardless of the type of counseling (according Malikiosi-Loizou, 1996):

- Interest in working with people.
- Intelligence, that is, to have the necessary spiritual qualities, which enable him to think logically and solve problems with reason and perception, but also to discover problems with pointed questions.
- To accept himself, so as not to use his clients to meet individual wishes and needs beyond the limits imposed by his office.
- To be distinguished by humanity and dignity accompanied by a sense of humor and for his emotional balance. His external appearance must suggest acceptance of himself and his role as an advisor.
- He must have a personal value system to which he should be committed and through this he should understand and recognize its influence on his advisory behavior, but also in his general behavior.

- He must have tolerance to vague and ambiguous situations and have the ability to treat them without disrupting his work and his life. The ability to recognize sources of deprivation and handle them successfully is very closely related to the above.
- He should know human psychology well enough to be flexible, to recognize, understand and deal with psychological way all kinds of human behaviors, without allowing authority and social pressures compel the customer behavior to comply.
- He must have empathy, authenticity and understanding in order to be able to work with people of different national, cultural and religious backgrounds.

## 6. Conclusion

In conclusion, a reality counseling psychology aims to help individuals or groups of all ages to face problems arising from the field of education, career, transgender relationships, marriage, family, health, aging and situations of social and biological disability. Counsel psychology tries to help people improve their psychological state, to resolve the critical circumstances they face and to increase their ability to solve all the problems that might come up. The services of Counseling Psychology are offered by relevant psychologists in working and learning environment and in health and rehabilitation centers of the private or public sector.

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## Teachers' Attitudes and Beliefs on Differentiated Teaching in the Greek Kindergarten, Primary and High School: A Comparative Research

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### *Abstract*

In the modern multicultural and multifunctional educational reality, differentiated teaching is a new and innovative pedagogical approach, of the whole learning process (Smit & Humpert, 2012), which respects diversity and meets the needs of all students (Valiandes, Koutselini & Kyriakides, 2011). The differentiation of teaching as an “anthropocentric” pedagogical proposal (Valiandes & Neophytou, 2017) promotes equality in learning opportunities and efficiency, enriches the cognitive level, while at the same time enables all students to experience success (Koutselini & Agathagelou, 2009; Valiandes, 2015). Concerning the teacher's crucial role in achieving the above, the training and development of teaching skills in the theory and practice of differentiation is a prerequisite (Valiandes, 2015; Koutselini, 2008). The purpose of this proposal is to investigate the teachers' attitudes and beliefs in the Greek Kindergarten, Primary and High School on the theoretical framework and practical implementation of differentiated teaching in daily teaching practice. The number of participants is 296 teachers working in kindergartens, primary and high schools in the region of Epirus. The methodology follows a quantitative research approach and the structured questionnaire was used as our research tool. The findings of the research showed divergences concerning the awareness of theoretical framework and the practical implementation of differentiated teaching to teachers of all levels. While the research findings are limited, although they highlight the need for further practical training on innovative and alternative teaching approaches at all levels of education in order to maximizing the learning outcomes and upgrade the educational quality.

**Keywords:** differentiated teaching, beliefs, teachers, kindergarten, primary school, high school.

### 1. Introduction

The element of “otherness” within the contemporary educational reality redefines and updates the role of the educator, putting it forward before the concepts of cosmopolitanism and diversity (Beck, 2009; Arvaniti & Sakellariou, 2014). In the educational reality urgent becomes the need for acknowledging the diversity of the students' population, manifesting the inadequacy to address it in a common manner which shall be effective for everyone (Tomlinson & Imbeau, 2010). Differentiation of instruction constitutes perhaps the most realistic proposal on the demand for implementation of child-centered individualization practices and it seems to powerfully correspond at the need for educational effectiveness within modern school classes (Vastaki, 2010).

The necessity as well as the dictates of Pedagogical Science put forward differentiated instruction, not as a panacea but as a channel of connection between teaching and social justice along with an occupational moral commitment in order for the obviating of students’ inequities and maximization of cognitive results to be accomplished with regards to all (Valiandes & Neofytou, 2017). According to Tomlinson (2003) “differentiation” stands for adaptation of teaching so that it can meet all different needs of students. It is about the reformation of the cognitive process by the implementation of alternative instructional methods in order for it to become satisfying towards cognitive readiness, requirements and cognitive profile of the students. It is stressed out, however, that differentiated instruction is not a ready-to-apply strategy; it is not merely “another” educational model, but moreover it is, in fact, a “different” way of thinking on the actual educational practice, which affects the educators’ way of approaching instruction, learning rules within the class, management of teaching time, implementation of the curriculum and evaluation of teaching assignments (Tomlinson, 2014). Differentiated Instruction aims at building knowledge and seeks the activation of incentives towards learning and the formation of cognitive and meta-cognitive abilities (Koutselini, 2008). Differentiated Instruction is a process of optimal level, that requires flexibility, alternativeness and innovation towards teaching, adhering to the curriculum and presenting knowledge to the students, by taking under account diversity in terms of knowledge, experiences, demands, potentiality and interests (Tomlinson, 2014-Santamaria, 2009).

- There are divergences concerning the awareness of theoretical framework and the practical implementation of differentiated teaching to teachers of all levels.
- The practical application of differentiation inside the daily educational process is limited.
- Teachers reported the most prevalent inhibitions for the practical implementation of differentiated teaching.
- The eagerness of the educators on both levels of Education to be retrained and to attend conferences and training programs concerning differentiation issues.

So, the need for redetermination and upgrade of the educational quality emerges, through the quest for pioneering teaching alternatives, reshaping and re-orientation of school and learning, no less than the improvement of expertise, training and retraining of the educators. The effectiveness of the teaching assignment is inextricably connected to and enhanced by the professional evolution of the educators, the constant self-reflective as well as participative orientation of their retraining and the espousal of appropriate pedagogical methods and teaching practices that focus on all students.

Diversified ways of approaching each student or group of students by the educator, constant evaluation and flexibility during grouping, constitute basic elements of differentiated instruction, a key feature of which is that the educator through their teaching style addresses each of the students as a separate biography and not as a plain copy of the same image, aiming thus at fulfilling every student’s cognitive needs (Koutselini, 2006).

Differentiated instruction, under the provision of a high-quality teaching, offers the educators the ability to form and implement a socially orientated teaching, based upon the principles of equality by guaranteeing equal cognitive opportunities (Porter, 2014).

On the basis of differentiated instruction the educators enrich their knowledge on educational strategies, acquire experiences, exploit alternative and innovative educational approaches, and optimize their role on the correspondence route of contemporary educational reality demands (Tomlinson, 2014).

Regarding the shaping and organizing of their educational process within the context of differentiated instruction, educators must make adjustments on the content of the curriculum (as to what they are to be teaching), the procedure (as to how the students shall process the newly

presented knowledge) the final outcome (what the students actually know, the result of teaching) and the cognitive domain (atmosphere within the classroom, spatial configuration, ways of class-work, the settings' aesthetics, etc.) (Koutselini & Pyrgiotakis, 2015).

Regarding the implementation of differentiated instruction, the educators cease to be strictly orientated towards the content and the cognitive object, the fulfillment of cognitive gaps and dealing with shortfalls; they focus on the needs, interests and individual profile of all students (Koutselini & Patsalidou, 2015). Transition from theory to action has cultivated skills on formation and implementation of differentiation, as well as has endorsed self-esteem, satisfaction and enthusiasm among the educators, all these stemming from the maximization of cognitive outcomes (Stavrou Erotokritou & Koutselini, 2016). Self-reflection of the educator regarding the shaping and actual implementation of differentiation has led to a thrust on the evolution of awareness, concern and drilldown of the cognitive path, cultivation of meta-cognition towards educational planning as well as on the effectiveness of educational practices. Through a research that was conducted on the effectiveness of the implementation of differentiated instruction in mixed-ability classrooms, the educators reported that after implementing differentiation, they concluded that they had further developed and cultivated their own skills of analytical shaping of teaching (Valiandes, 2015).

During the implementation of differentiated instruction, the educator holds a multi-dimensional role which is eminent for its creativity, adaptability, and acknowledgment of students as being individual entities (Tomlinson, 2014).

Based on the above, the role of the educators is readjusted under the prism of them being conveyors of changes which are possible to be accomplished through reforms regarding the educators' initial training, introduction of new curricula, but also the actualization of retraining programs on the purpose of a more effective correspondence of the educator towards the ever changing social, cultural and financial demands (Sakellariou, 2002: 13).

On the present study it is attempted that the aspects of elementary and Secondary Education teachers are investigated, in relevance to the theoretical awareness but also to the practical implementation of differentiated instruction within the day-to-day educational practice. A wide range of studies scrutinize the educator's attitude on issues concerning teaching and learning, teaching of specific cognitive objectives, communication and interaction, the pedagogical atmosphere itself (Gritzios, 2010). Attitude, as a psychological characteristic of human beings, manifests one's way of acting within the social domain, deeply affected by stereotypical beliefs and constituting of cognitive, emotional and behavioral information related to the attitude's object, and can be assessed through cognitive, emotional and behavioral self-reported responses (Cheung, 2009).

The basic axis of our research thus, is to establish whether or not the attitudes of the instructors of both educational levels contain knowledge about the philosophy and the theoretical background of differentiated instruction and, if such a data is showcased, there will be an attempt to evaluate the degree on which it is implemented within day-to-day educational process.

## 2. Methodology of the research

### 2.1 *Purpose of the research*

The following investigational approach endeavors to investigate on the attitude of primary and Secondary Education teachers towards the theoretical framing and practical implementation of differentiated instruction in the daily educational praxis.

## 2.2 Investigational inquiries

More specifically, the investigational inquiries of the current study pertain to:

- On what degree are the Primary and Secondary Education teachers aware of the theoretical context of differentiated instruction?
- Which is the degree of practical implementation of differentiated instruction within Kindergarten, Elementary School, Junior and Senior High School of Greece?
- On which educational domains is differentiated instruction more extensively implemented?
- What would be the limiting factors of implementing differentiated instruction on the educational praxis?
- What would be the proposals of the educators themselves about their retraining on differentiation issues?

## 2.3 Sample

Teachers of Primary and Secondary Education participated on the research, all of which hold positions on schools of the Epirus region, Greece. In particular, of a total of 296 subjects, 163 were Primary Education teachers – 75 Kindergarten educators and 88 teachers – while the remaining 133 teachers serve in the Secondary Education – 70 in Junior High Schools and 63 in Senior High Schools of the sampling region (Figure 1). For the extraction of the control group the technique of random sampling was used, according to which every one of the population subjects has the same probability of being selected.

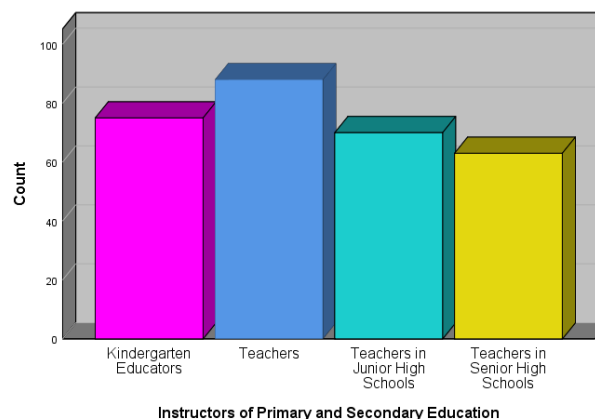


Figure 1: Research Sample

## 2.4 Period of the research conduction

The research was carried out from May 2019 to October 2019.

## 2.5 Limitations of the research

At the case of the current study, the main limitation is the fact that the sample was taken only from one Greek region, that of Epirus.



## 2.6 Means of data collection

A structured questionnaire was used as a means of assessment, consisting of “closed-type” as well as some explanatory “open-type” questions and was arranged on the basis of the following four (4) categories:

- (a) Demographics of the control group,
- (b) Retraining of the educators,
- (c) Familiarization with differentiated instruction,
- (d) Implementation of differentiated instruction.

The duration of filling out the questionnaire would not exceed 15 minutes. After the forms were collected their encoding took place, while their statistical processing was conducted with the use of SPSS v25.0 for Windows statistical program. The statistical analysis of the data was done with the use of Descriptive Statistics-Correlations and Cross tabulations which was chosen as the most appropriate, regarding the specific investigational approach.

## 2.7 Presentation of the study results

### 2.7.1 Demographics

Regarding the sample profile, it is established that from a total of 296 educators, 65.3% were of female gender while the remaining 37.7% are males. In particular, per educational level, 81.2% of the Primary Education teachers are women whereas regarding the Secondary Education teachers 51.4% are men while 48.6% are women. In terms of age, the majority of the subjects belong in the 41-50 group comprising thus 40.1% of the sample. Within Primary Education the majority refers to 31-40 years of age (34.3%) and 41-50 years (34.9%). Within the Secondary Education level, 54.2% belong to the 51-60 group and a 59.4% belong to the 41-50 years group, in terms of age. From the research it is also shown that within Primary Education the teachers that hold a Masters’ Degree (PGCE- Post Graduate Certificate in Education) comprise a 59.4% of the sample, as opposed to the Secondary Level teachers of whom a mere 12.2% have completed any post-graduate studies (Table 1).

Table 1. Level of studies of the sample subjects

<b>Level of Studies</b>				
	<b>Primary Education</b>		<b>Secondary Education</b>	
	Valid Percent Kindergarten Educators	Valid Percent Elementary School Teachers	Valid Percent Junior High Teachers	Cummulative Percent Senior High Teachers
<b>Second Degree</b>	0.45	0.75	0.8	1.1
<b>Masters’ Degree</b>	<b>26.2</b>	<b>33.2</b>	<b>12.2</b>	1.1
<b>PhD</b>	1.3	2.1	0.45	0.75
<b>Total</b>	100.0	100.0	100.0	100.0

### 2.7.2 Retraining of the educators

Considering the questionnaire category that refers to the Retraining of educators, the majority of the sample, on the enquiry whether or not do they wish to undertake further training on issues concerning their work, responded “always” by a 54.6%, and “frequently” by a 29.3% - a respectable amount so to speak. In relevance to whether or not do educators attend conferences or seminars that regard education, a 34.5% replied “frequently” and a 32.6% “occasionally”. Regarding the ways in which the educators are informed about upcoming conferences, seminars or training courses, the vast majority of the educators answered “via service” (93.5%), “via Internet” (70.2%), “by friends, colleagues or kin” (56.8%), “via daily press” (13.2%), “via trade union” (13.5%) and “via media” (4.6%). Regarding the reasons that incite the educators in attending conferences, meetings or training seminars, the majority of the sample (54.9%) reported as their first choice being the desire to enrich their knowledge on teaching, second choice was reported to be the need of adding qualifications on their résumé thus facilitating their professional evolution (23.2%), their third choice was that attending seminars is compulsory by their service (13.2%) and their fourth choice was reported to be the eagerness to improve their social and professional intercourse (8.7%). Regarding the question of who would be the appropriate training provider for educators, the majority responded (31.3%) the Institute for Educational Policy and 29.4% from University teachers specializing in educational issues. Regarding the frequency of teachers wishing to undergo retraining, 35.3% of them reported every quarter. Completing the questions in this category of the questionnaire, in the question about the format that teachers would like their retraining to have the majority (53.4%) said they would like to attend a training program in which the theoretical framework will be taught but will includes workshops and (36.8%) would like to attend sample tutorials (Figure 2).

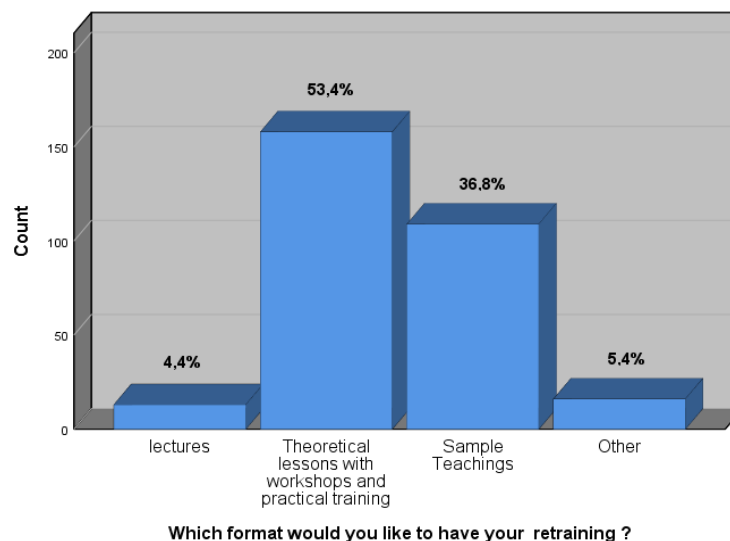


Figure 2. Format of teachers’ retraining

### 2.7.3 Familiarization with differentiated instruction

Regarding the third inquiry of the questionnaire which refers to the extent of the educators’ familiarization with differentiated instruction it seems that the participants are quite knowledgeable of differentiated instruction in a percentage that reaches 54.8%. However, the Primary Education teachers, to a remarkable 89.6% are up-to-date with differentiated instruction, whereas 83.2% of the Secondary Education teachers possess no such awareness (Figure 2).

Basic resources of acquiring information about differentiated instruction on account of the educators, are: seminars and conferences (74.4%), internet and pertinent sources (67.9%), articles that concern the issue (61.9%), books (60.1%) and finally, university lectures (47.0%). Out of the Primary Education teachers, a high percentage of them are aware on differentiated instruction, particularly 81.6% of the Kindergarten educators and 82.4% of the teachers. Secondary Education teachers showed no awareness related to differentiated instruction, except for a 10% of them, of which 5% are within the philologists' territory followed by a mere 2%, belonging to the territory of theologians.

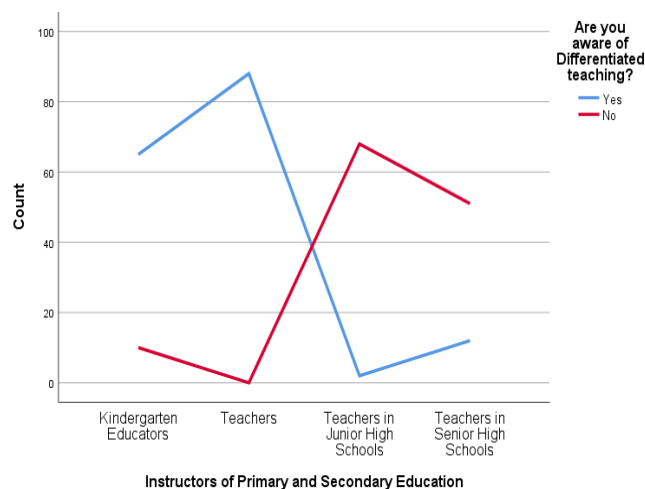


Figure 3. Instructors and awareness of differentiated teaching

#### 2.7.4 Implementation of differentiated instruction

With regards to assessing the degree of implementation of differentiated instruction, our study shows that of the 168 educators who reported being adequately aware not only of the theoretical context of differentiated instruction but of its practical actualization as well, only 6 (2.3% that is) always implement it. The main reason to such a limited practical implementation of differentiated instruction within the day-to-day educational process is reported to be the scarcity of teaching time (47.4%); the replies of the sample subjects are nonetheless listed below, in terms of the reasons that inhibit practical implementation of differentiated instruction (Table 2).

Table 2. Reasons leading to limited implementation of differentiated instruction

Reasons leading to limited implementation of differentiated instruction	Percentage (%)
Scarcity of teaching time	47.4%
Following a familiar teaching model	42.5%
Preoccupation about parental reactions	11.4%
Feeling of insecurity about the outcome of teaching	13.4%
Inability of the students to work as a team	4.3%
Lack of awareness on collaborative processes	4.1%
Scarcity of supportive infrastructure	3.9%
Demanding preparation	3.4%

Regarding the inquiry relevant to which school subject the educators chose to apply differentiated instruction on, it was established that concerning Primary Education, the subject of Vocabulary (Glóssa) was favored by 91.5% of the sub-group, while with regards to Secondary Education sub-group, the subject of History (Istória) was preferred to an amount of 65.7%

(annotating however that the differentiation was accomplished on the terms of the conduction of a project – regarding 80% of the relevant responses).

### 3. Conclusive discussion

In the present study the aspects of Primary and Secondary Education teachers were evaluated, concerning the theoretical contextualization as well as the practical implementation of differentiated instruction in the day-to-day educational praxis. More particularly, from the processing of the research results, it was established that the majority of Secondary Education teachers pertain to the age group of 51-60 years and this is due to the non-renewal of the educational personnel over the last years. Financial crisis along with the increased rate of educators' quietuses without the parallel existence of a policy on fillings by permanents on one side, and the continuous hiring of supply educators of older age- an aftermath of high unemployment rates – on the other, provide a clear explanation of the fact that mainly Secondary Education teachers pertain to older age groups than the Primary Education teachers (Metochianaki, 2017; Papadimas et al., 2016).

A deduction of the current research is the recording of a comparatively limited awareness on the theoretical context as well as on the practical implementation of Differentiation among the Secondary Education teachers towards their Primary Education colleagues. This conclusion is directly dependent upon investigational data which concern the pedagogical and educational expertise of the major core of Secondary Education teachers – philologists, mathematicians and physicists – whose University Curricula on the respective Departments are, preponderantly, incapable of ascertaining their pedagogical and educational proficiency since most Curricula are structured mainly on the body of explicit and specialized scientific discourse relevant to the studies subject.

Investigational data clearly stressed out the limited practical application of differentiation inside the daily educational process even by those educators who reported being fully aware of not only the practical framing of differentiated instruction but of its implementing context as well. The aforementioned conclusion is confirmed by numerous worldwide studies, which accentuate the remarkable deviation that is observed between the positive aspects of the educators and the actual implementation of differentiated instruction (Philippatou & Ventista, 2017; Nicolino, 2007; Ordober, 2012; Robinson, Maldonado & Whaley, 2014; Wan, 2016, 2017; Wang et al., 2008; Wertheim & Leyser, 2002).

Deficient training of educators on issues concerning differentiation was represented as a fact in the current study which is something that converges with other investigations in which the training and re-education of educators on differentiation issues comes forward as of crucial importance in order for the educators to be able to better respond at the contemporary educational reality demands (Papazoi, 2016; Mcleod & Robert, 2016).

From the present research surfaced the desire of the educators to participate in retraining programs of not as much theoretical as mainly practical content that involves practical lessons and sample teaching. Continuous renewal and self-improvement towards the empowerment and endowment of the educator's modern role seems to be achieved through procedures that comprehend an experiential character and practical implementation, by no means through only lectures and theories.

From the study it was established that the Secondary Education teachers possess limited knowledge about differentiated instruction. This is a fact which comes in absolute alignment with the investigatory results of Rodriguez (2012) who reports the deficient familiarization of the Secondary Education teachers on differentiated instruction methods, but is also in accordance with the research conducted by Minke et al. (1996), Logan (2011), Rodriguez

(2012) and Joseph (2013), where the incapacity of the majority of Secondary Education teachers to implement differentiated instruction is underlined.

Shortage of preparation time, exacting organization of teaching realization, lack of guidance, limited degree of collaboration among the educators as well as of the cooperation between educators and parents, difficulty in groundwork and material accommodation along with the absence of supportive means, all these were hereunto reported as the most prevalent inhibitions. These findings are in full accordance with investigational data that depict the factors leading to limited implementation of the differentiated instruction (Humphrey, Bartolo, Ale, Calleja, Hofsaess, Janikova, Mol Lous, Vilkiene & Wetso, 2006; Robinson, Maldonado & Whaley, 2014; Ruys, Defruyt, Rots & Aelterman, 2013; Wu, Wan & Wong, 2015; Wan, 2017). However, one of the vital presuppositions for implementing differentiated instruction is the formation of appropriate supportive material towards the conduction of activities – prioritization worksheets, graded difficulty assignments, etc. – a quite demanding and time-consuming task (Christensen, 1993; Valiandes & Koutselini, 2008). For the implementation to become practically effective, anything trivial, conventional and easy is rejected while time, devotion and patience are required (Valiandes & Koutselini, 2008). Among the reasons justifying the moderate or even low level of implementing differentiated instruction, the educators argue that they usually follow a teaching style which is more familiar to them, whereas, in fact, they are simply unaware of the actual process of implementing differentiated instruction (Yenmez & Ozpmar, 2017). Lack of motivation is also a significant inhibiting factor towards the comprehensive implementation of differentiation and this is a datum which is by investigative means confirmed by Adlam (2007), who accentuates it as being a key prerequisite.

The eagerness of the educators on both levels of education to be retrained and to attend conferences and training programs concerning their educational work and further orientation on differentiation issues is established as an important finding in the current research. This fact aligns perfectly with the results of studies which bring forward the insufficient informing of the educators on issues regarding differentiation and their desire to be more comprehensively trained (Logan, 2008; Nicolae, 2013; Sakellariou & Mitsi, 2017, 2018).

However, from the present research it becomes obvious that the more the educators' age increases, the more their interest on being retrained about issues concerning innovative instructional approaches, decreases. Studies carried out by Kirkcaldy and Maritn (2000), Cross and Carroll (1990) and Kinnunen, Parkatti and Rasku (1994) attest that older educators possess a lower degree of occupational well-being since they experience higher amounts of work stress, show symptoms of physical fatigue without relishing social recognition, present diminished professional capability, stick to stereotypical beliefs that concern aging professionals as well as their scornful attitude towards anything groundbreaking and alternative.

An investigation area was also the experience and level of studies of the educators with regards to the difficulties they came across during the implementation of differentiation. It was discovered that educators with occupational experience and post-graduate studies faced a shorter number of difficulties on implementing differentiated instruction. According to the study of Rodriguez (2012), the span of knowledge as well as educational experience, are prerequisites crucial to the successful implementation of differentiation. It was also recorded that educators who have completed an MSc curriculum apply differentiated instruction on the day-to-day educational praxis more frequently, as it is established by the research of Affholder (2003), on which it was manifested that differentiated strategies are put into action by the most experienced of the educators who are fully aware of the curriculum's content and who have been adequately trained upon implementing alternative strategies and teaching techniques. In the current study, nonetheless, the limited amount of post graduate studies' completion among the Secondary Education teachers sub-group emerged as a fact. Post-graduate titles seem to be held by the educators who originate from the positive sciences' field, a fact that could justify their inadequate

knowledge on issues of pedagogical and teaching approach. Pedagogical and teaching effectiveness, as it turns out by the research, is not evaluated as a qualification on the degree that is required in order for them to be placed in work and which the educators themselves would desire towards their appointment in Secondary Education faculties (Liakopoulou, 2009).

The findings of the present research but of previous investigational data as well (Sakellariou & Mitsi, 2017, 2018; Yenmez & Ozpmar, 2017; Robinson et al., 2014) record the satisfaction level of the educators from the implementation of differentiated instruction; they clearly report that they would be keen on implementing it again in the future (Sakellariou & Mitsi, 2017, 2018; Aftab, 2015).

The greatest amount of pre-school and school educators, as established by the current research, chose to implement differentiated instruction on the subject of Vocabulary (Glóssa). International studies on the implementation of differentiated instruction report that a linguistic subject is more favored since it provides opportunities of developing multiple skills and offers a practically infinite range of activities planning towards mixed-abilities students (Zola, 2017; Boeve, 2009; Geisler et al., 2009). Within Secondary Education, on the restricted amount where differentiated instruction was implemented, such an action would take place among only the philologists, concerning the subject of History (Istoría), with the annotation that on the vast majority of cases the implementation was conducted in the context of actualization of a certain project. It is frequently observed, through research, among the educators to claim that they do implement differentiation only by just teaching with a different style, by simplifying the material or even by altering their teaching in a variety of ways (Vlachou, Didaskalou & Voudouri, 2009; Valiandes, 2010; Koutselini, 2008; Blozowich, 2001) elements that absolutely do not reflect the philosophy of differentiated instruction.

#### 4. Conclusion

Finally, the current investigative study evaluated on the attitudes of Primary and Secondary Education teachers regarding the theoretical framing and practical implementation of differentiated instruction within the daily educational praxis, an issue that raises remarkable investigatory interest among the scientific and educational community of Greece. The investigational data of the study clearly accentuated a significantly deficient awareness and knowledge of Secondary Education teachers in comparison to their Primary Education colleagues, concerning the theoretical and implementing context of differentiation. In completion of the hereunto study, we strongly propose the provision of incentives upon the educators on the purpose of them to be further informed, to participate, and to be retrained towards the reimbursement of their educational task. In addition, continuous re-educating of the Primary Education teachers on differentiated instruction is vital. It is of crucial importance, on behalf of the State that instructors of every educational level are provided with appropriate training upon contemporary educational approaches in order innovation and alternativeness that aim at strengthening the effectiveness of teaching and learning, to be promoted. It is suggested that prospective educators regardless of field of expertise, regardless of educational level, should be trained on a practical ground towards issues of differentiating the educational process so as to be capable of connecting theory to the actualization of teaching itself. Lastly, an additional investigatory perspective could be the one anchored on the thesis of proposals and hypotheses in order the State and competent Bodies to be organized on the common goal of re-orientating their attitude towards the direction of enhancing their effectiveness, through the continuous training and informing of the educators on issues that concern their educational work.

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## Macroeconomic Environment and Exchange Rate Dynamics: The Case of Romania

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### *Abstract*

The evolution of the exchange rate is a key factor in establishing the macroeconomic environment of emerging economies. Policymakers, the business environment, investors and the population of a country are interested in this matter due the potential negative effects of exchange rate volatility on the general macroeconomic environment. This paper revisits the nexus between the exchange rate and the macroeconomic environment of Romania between January 2000 and December 2018 using wavelet based methodologies. Based upon the wavelet coherency analysis, we found that the exchange rate plays a key role in establishing the evolution of interest rates, inflation, while for the economic cycle the exchange rate is less important. In general, the long-term exchange rate is influenced by inflation, interest rates, and while in short-term and especially during financial crisis periods, the exchange rate acts as the leading role for the two variables. Furthermore, the economic cycle of Romania acts as the leading factor in both normal and turmoil periods of economic growth. Our empirical results reveal the importance of monitoring and controlling the exchange rate by central banks because the nexus between the exchange rate and the macroeconomic environment depends on the time horizon. In addition, our research is important for policy makers who are interested identifying, monitoring and controlling the key macroeconomic factors that influence the evolution of the exchange rate. To the best of our knowledge, there is a limited number of recent studies regarding Romania, which try to identify the linkages between the exchange rate and several macroeconomic factors. Therefore, our study contributes to existing literature, by offering addition empirical evidence regarding which macroeconomic variable acts as an initiator or as lag in the evolution of the exchange rate in emerging economies by using modern methods of analysis like wavelet analysis.

**Keywords:** exchange rate, volatility, macroeconomic fundamentals, wavelet analysis.

### 1. Introduction

The analysis of the relation between the macroeconomic environment and the dynamics of the exchange rate has gained a special interest in academia and policymakers in the recent years after the global financial crisis. In general, policymakers, investors or the population of a country are interested in this issue due the potential negative effects of exchange rate volatility on the general economic environment. While the importance of this matter has gradually increased in the recent years, the relationship it's uncertain due to conflicting results in many studies mainly due to different samples of countries, methodology, analysis period or even type of country developed versus emerging economies. The conflicting results found in the exiting

literature (e.g. Calvo & Reinhart, 2002; Hnatkovska, Lahiri & Vegh, 2013; Sensoy & Sobaci, 2014; Kang, Hernandez & Yoon, 2019) point out that the relationship between the exchange rate and the macroeconomic environment is complex, varies in time and its dependent on the characteristic of each country.

The nexus between the exchange rate and several macroeconomic factors is a key focus not only for investors but also for policymakers. The central banks in emerging economies use the exchange and interest rates as monetary instruments in order to reduce and combat inflation (Holtemöller & Mallick, 2016). In the case of emerging economies, the dynamics of the exchange rate represent a key driver in establishing the monetary policy decisions, as central banks try to not only control the inflation rate but also protect the national economy against shocks caused by the depreciation of the national currency. This raises the question on the effectiveness of the monetary policy transmission mechanism in emerging economies because a monetary policy that revolves around an inflation-targeting regime, with low inflation rates can limit the effectiveness of central banks to react to shocks in the exchange rate (Ghosh, Ostry & Chamon, 2016). Furthermore, testing the casual relationship between the exchange rate, inflation, interest rate and economic cycle must take into consideration the fact that the relationship is time varying. While, these macroeconomic variable are interconnected their degree of interdependence can vary from one period of analysis to another or from a short-term relationship to a long-term effect. This time varying effect is even more evident in the case of emerging economies that are more heterogeneous than large economies (Kang, Hernandez & Yoon, 2019).

In the case of the Romanian economy, a country member of the European Union who wants to adopt in the near future the EURO currency, analyzing the dynamics between the exchange rate and several key macroeconomic factors can reveal not only the effectiveness of the monetary policy, but also shed more light into the process of adopting the EURO. While, all the new member states of the European Union will have to adopt the common currency this will also impose dropping the exchange rate as a monetary instrument, which could limit the effectiveness of the monetary policy for new EURO area member states. After accomplishing specific conditions known as the Maastricht criteria, as well other specific indicators (known as real convergence indicators), the Romanian economy could eventually adopt the Euro as a currency instead of the Romanian Leu (RON). This issue raises the question, what is the nature of the relationship between the evolution of the exchange rate and the macroeconomic environment in Romania?. Therefore, the aim of this study is to test the relationship between the exchange rate and several key macroeconomic factors that are important in the adoption of EURO currency.

To the best of our knowledge, there is a limited number of recent studies regarding Romania, which try to identify the linkages between the exchange rate and several macroeconomic factors. While some of the previous studies either tests only the relationship between the interest rate and exchange rate (Andrieș, Căpraru, Ihnatov & Tiwari, 2017), or use a different period of analysis (Caraiani, 2012) our analysis contributes to existing studies in several ways. Firstly our analysis, contributes to existing literature by distinguishing the effect between nominal and real exchange rates and by including in the analysis addition variables, such as the economic cycle, which is a key driver of the macroeconomic environment of a country. Furthermore, by using a modern method of analysis such as wavelet analysis we offer new insight into to the dynamics between the exchange rate and inflation, interest rate and economic cycle for an emerging economy.

Our study contributes to existing literature that tries to quantify the relationship between the exchange rate dynamics and the macroeconomic environment for a small emerging economy. One of the major contribution of our paper relates to using wavelet methodology in order to test the degree of interdependence between the macroeconomic variables. Furthermore, we contribute to existing literature that focuses on the effectiveness of the mechanism of transmission of the monetary policy in emerging economies.

The rest of the paper is organized as follows: section 2 presents the data and methodology, section 3 presents the empirical results, section 4 discusses the main findings of our research, and section 5 concludes.

## 2. Data and methodology

### 2.1 Data

The main objective of our analysis is to test the interaction between the exchange rate dynamics in Romania and several macroeconomic factors. Therefore, we use in our analysis a series of key indicators to investigate the relationship between the exchange rate and the macroeconomic environment. Table 1 presents a general description of variables and the source of the data.

One of the issues when testing the effect of the macroeconomic environment is the type of exchange rate we use in our analysis. We must choose between nominal and real exchange rates, the exchange rates between one national currency against a foreign currency (e.g. versus US dollars or versus the Euro), or the timeframe we take into consideration from daily, to weekly or monthly changes. Because we want to test the influence of several macroeconomic factors like the business cycle, the inflation rate or the interest rate, which the data is only available monthly, we will use monthly data in our analysis. Furthermore, because we want to isolate the effect of the inflation rate on the evolution of the exchange rate, we will use both the nominal and the real exchange rate indexes. While, the nominal exchange rate takes into consideration the effect off the inflation rate, when we use the real exchange rate the effect of the inflation is eliminated. Therefore, we will use in our analysis monthly data between January 2000 until December 2018, which is collected from several data sources described in Table 1.

Table 1. Variables used in the analysis of the relation between the exchange rate dynamics and the macroeconomic environment in Romania

Variable	Description	Source of data
Macroeconomic factors		
$Exchr_{nom}$	Nominal Exchange Rate Index, as a proxy for the exchange rate dynamics in Romania	BIS – Bank of International Settlements
$Exchr_{real}$	Real Exchange Rate Index, another measure of exchange rate dynamics in Romania that doesn't take into consideration inflation	BIS – Bank of International Settlements
$IPI$	Seasonally adjusted monthly industrial production index value, as a measure for the economic cycle	Eurostat
$Inflation$	Monthly inflation rate value - Harmonized Index of Consumer Prices as a measure for Inflation	Eurostat
$Rate$	The monthly interest rate on 3-month interbank loans in Romania as a proxy for the average interest rate	NBR – National Bank of Romania

Source: Authors Definitions

We prefer to use Harmonized Index of Consumer Prices as a proxy for inflation because it takes into consideration the effect of imported goods on the evolution of inflation. Meanwhile, we use the 3-month interbank interest rate as a proxy for the interest rate because this type of interest rate takes into consideration not only the monetary policy in a country but also the liquidity and the money demand in the banking sector. Table 2 presents the descriptive statistics of the data used in the analysis.

Table 2. Descriptive statistics of the data used in the analysis

	<i>Exchrates<sub>nom</sub></i>	<i>Exchrates<sub>real</sub></i>	<i>Inflation</i>	<i>IPI</i>	<i>Rate</i>
Mean	111.9621	95.73329	77.43202	80.92061	11.85066
Median	102.4700	97.67500	82.62500	77.80000	7.150000
Maximum	208.9700	119.3100	105.2600	125.1000	61.98000
Minimum	90.87000	77.37000	24.01000	51.30000	0.330000
Std. Dev.	24.11153	9.238574	23.11215	17.96669	13.25959
Skewness	2.211541	-0.298203	-0.660827	0.583729	1.602455
Kurtosis	8.021787	2.373933	2.244514	2.275051	4.923729
Jarque-Bera	425.4290	7.102761	22.01652	17.94084	132.7357
Probability	0.000000	0.028685	0.000017	0.000127	0.000000
Observations	228	228	228	228	228

Source: Authors Estimates

## 2.2 Methodology

The wavelet analysis methodology provides a complex set of instruments for testing the interaction between two independent time series. While the wavelet methodology offers a wide range of advantages over the traditional methods of testing interaction between two variable we prefer to use this method of analysis because of three specific advantages. The first one is that wavelet analysis can test simultaneously the interactions between two variables in both time and frequency domain. Therefore, we can observe when and if an interaction occurred between the two variables but also note if the effect is between short or long-term exchange rate dynamics. The second advantage of the wavelet analysis is the ability of testing interactions on a scale-by-scale approach as some interaction are specific to a certain period of analysis. Finally, the ability of wavelet analysis to be “energy-preserving” allows us to test if the interactions between the exchange rate and certain macroeconomic variables differs not only by scale but also by period of analysis. For a more in depth view, of the advantages of using wavelet analysis in time series data analysis see Gençay, Selçuk and Whitcher (2002), and Aguiar-Conraria and Soares (2014) which present in detail practical application of wavelet analysis.

### 2.2.1 The continuous wavelet transform

The continuous wavelet transform (CWT), was developed by Torrence and Compo (1998) as a method of testing the presence of delays or synchronizations between two time series. From the initial studies that focused primarily on testing delays between several atmospheric factors, in the recent years the CWT analysis, has gained more in more popularity in many fields of science including economics. In general, the CWT analysis decomposes time series data into different functions called wavelets, which contain information from both time and frequency domain  $\psi_{\tau,s}(t)$ . These small function called “waves” are obtained by translating specific wavelet filters on the time series data, which provides us with a time function translation parameter  $\tau$  and a  $s$  scale parameter. Rua and Nunes (2009) argues that both, the translation parameter  $\tau$  or the scale  $s$  parameter contain information regarding the frequency of analysis as in formula (1).

$$\psi_{\tau,s}(t) = \frac{1}{\sqrt{s}} \psi\left(\frac{t-\tau}{s}\right) \quad (1)$$

Meanwhile, Gençay et al. (2002) considers that by projecting a mother wavelet  $\psi_0$  onto an existing time series  $x_n$  the continuous wavelet transform (CWT) depends on the type of wavelet filter used in the analysis. If we use the Morlet filter in the CWT analysis our formula becomes (Grinsted, Moore & Jevrejeva, 2004):

$$W_x(\tau, s) = \frac{1}{\sqrt{s}} \sum_{t=1}^N x(t) \psi^* \left( \frac{t - \tau}{s} \right) \quad (2)$$

In formula (2),  $W_x(\tau, s)$  is the local phase of the frequency domain given by  $n$  data, while  $x$  is the time domain in our data. Therefore, we can depict simultaneously both the time values with the  $x$  data and the frequency domain as in the  $n$  data.

### 2.2.2 Wavelet Coherence

The wavelet coherency analysis allows testing the presence of interactions between two times series  $X$  and  $Y$  in a bivariate framework. This method of analysis involves computing the continuous wavelet analysis for each individual series and then comparing it to the results of the spectrum product of each series, in both time and frequency information. Grinsted et al. (2004) considers that the general method of computing the wavelet coherency between two variables is presented in formula (3):

$$R_{xy}(\tau, s) = \frac{\left| S \left( s^{-1} W_{xy}(\tau, s) \right) \right|^2}{S(s^{-1} |W_x(\tau, s)|^2) \cdot S \left( s^{-1} |W_y(\tau, s)|^2 \right)} \quad (3)$$

Where:  $W_x(\tau, s)$  and  $W_y(\tau, s)$  are the continuous wavelet transforms (CWT) of the time series  $X$  and  $Y$ , and  $S(.)$  is the smoothing operator for the  $s$  wavelet scale.

Previous empirical results of Grinstead et al. (2004) revealed that the best wavelet filter than can be used in the wavelet coherency analysis is the Morlet wavelet as it has Fourier period equal to the scale, which allows for better results. Therefore, if we use the Morlet wavelet in our wavelet coherency analysis the smoothing operator can be written as in formula (4):

$$S(W) = S_\tau \left( S_{time}(W_n(s)) \right) \quad (4)$$

In the previous formula  $S_\tau$  represents the effect of a smoothing operation against the wavelet axis, while  $S_{time}$  is the result of a smoothing effect in general (Rua & Nunes, 2009). Furthermore, when using the smoothing operators we can compare our results against a Monte Carlo simulation to test the presence of interactions between our macroeconomic variables. As suggested by Grinstead et al. (2004) we can interpret wavelet coherency coefficients similar to statistics correlation coefficients, where high values represent switching moments between variables. Thus, if in the graphical representation of our variables we find distinct zones with high wavelet coherency coefficients we interpret them as the result of interaction between our variables. Furthermore, if we find the high coefficients in the reduced frequency range we will consider that the interaction between the exchange rate and our macroeconomic variables is on the short-term exchange rate dynamics, while if we find the same coefficients in high frequency range we will note the effect of long-term exchange rate on our macroeconomic variables.

### 2.2.3 Wavelet Phase-Difference

Another advantage of using the wavelet analysis in testing the interactions between two or more variables is the ability to determine which variables acts as a leading role in our analysis. By computing the wavelet phase-difference between two time series we can determine whether there is synchronization or delay between two time series in both time and frequency domain. The wavelet phase-difference between two variables can be computed as in formula (5):

$$\phi_{x,y}(\tau, s) = \tan^{-1} \left( \frac{\Im(W_{xy}(s, \tau))}{\Re(W_{xy}(s, \tau))} \right) \quad (5)$$

Where:  $\phi_{x,y}(\tau, s)$  is the wavelet phase-difference between two variables;

$W_{xy}(\tau, s)$  – is the wavelet continuous transform between two time series  $x$  and  $y$  b using the  $\tau$  time and  $s$  frequency.

If we take into consideration the values of the wavelet phase-difference between two variables,  $\phi_{x,y}(\tau, s)$  we can determine if the two variables influence each other at the certain frequency as follows:

- *The two series are synchronized* if  $\phi_{x,y}(\tau, s) = 0$ , and in the graphical representation the arrow is horizontal and pointing to the right;
- *The two series are in sync but the first series is leading* if  $\phi_{x,y} \in \left(0, \frac{\pi}{2}\right)$ , and in the graphical representation the arrow is pointing to upper right;
- *The two series are in sync but the second series is leading* if  $\phi_{x,y} \in \left(-\frac{\pi}{2}, 0\right)$ , and in the graphical representation the arrow is pointing to lower right;
- *The two series are anti-cyclical* if  $\phi_{x,y} = \pi$  or  $\phi_{x,y} = -\pi$  and in the graphical representation the arrow is horizontal and pointing to the left;
- *The two series are desynchronized and the second variable is leading* if  $\phi_{x,y} \in \left(\frac{\pi}{2}, \pi\right)$  and in the graphical representation the arrow is pointing to the upper left;
- *The two series are desynchronized and the first variable is leading* if  $\phi_{x,y} \in \left(-\pi, -\frac{\pi}{2}\right)$  and in the graphical representation, the arrow is pointing to the lower left.

### 3. Results

The main objective of our analysis is to test the interaction between the exchange rate dynamics of the Romanian currency (Romanian New Leu – RON) and a series of key macroeconomic indicators. In our analysis we will use the wavelet methodology to test the interaction between of variables using a set of key indicators: wavelet power and wavelet coherency analysis. In the following section, we present the results of our analysis.

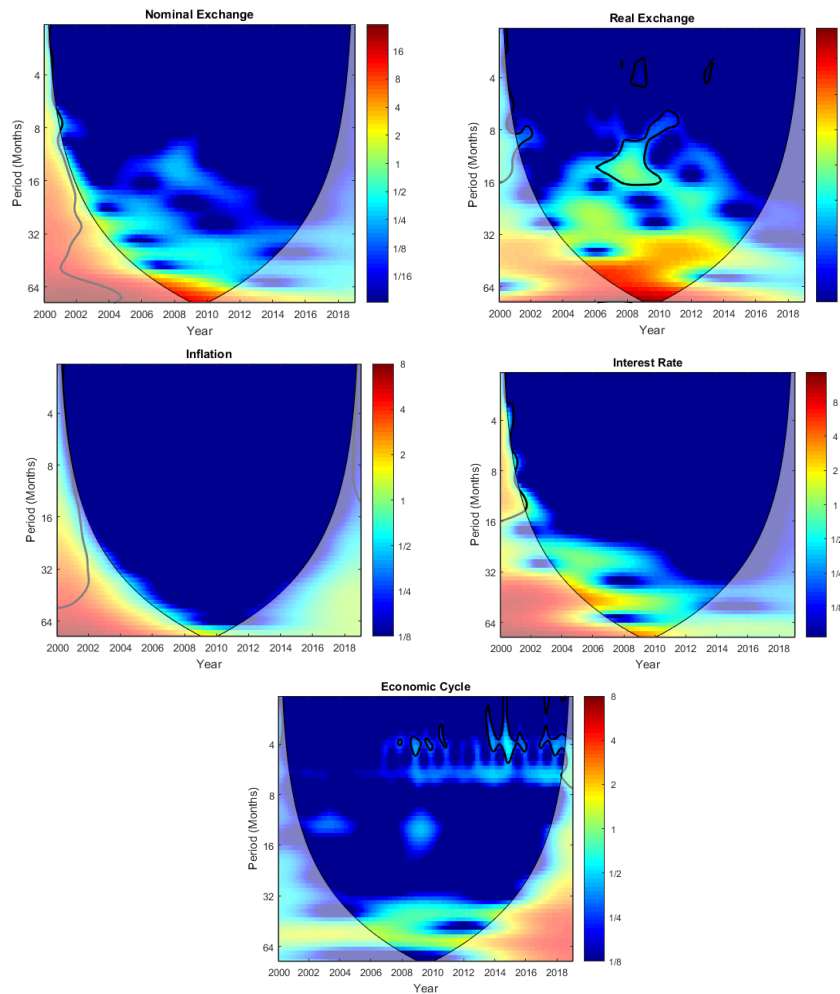
#### 3.1 Results from the Continuous Wavelet Transform Analysis – Wavelet Power

In Figure 1 we present the results of the Continuous Wavelet Transform Analysis – CWT for each of our variables used in the analysis: nominal exchange rate, real exchange rate, inflation, interest rate and economic cycle.

The CWT results, from Figure 1 is similar to a graphical representation of the descriptive statistics for the data used in the analysis. This graphical representation, also called wavelet power depicts on the horizontal line the time axis from the year 2000 until 2018 and on the vertical axis, we note the frequency of the data, from short term: 4 months until longer periods of 64 months. The value of the wavelet coefficients ranges from low values, depicted in blue to high values depicted in red. Furthermore, if at any time or scale from our analysis there were crucial moments in the evolution of that certain indicator they are marked with black outlines in the graphical representation.



In the case of the Romanian economy, our results indicate the presence of sudden changes in the evolution of the real exchange rate and the economic cycle of Romania between 2008 and 2010 in the 4 months frequency range, but also for longer periods of time of 16-32 months. This is indirect evidence that the recent economic crisis affected the Romanian economy in the late 2008 and affected the macroeconomic environment until longer periods of time late 2011 and the beginning of 2012. During this timeframe, the effects of the recent economic crisis had a lastly effect on Romanian economy and its national currency. Furthermore, if we at look evolution of the economic cycle in Romania, we observe that the beginning of the year 2014 marked another key moment in the recovery of the Romanian economy after the crisis. In the case of the nominal exchange rate, the presence of the recent economic crisis is not as obvious but we do note changes in the same period of 2008-2010 but for longer periods of 8-16 months. The difference in the evolution between the nominal and the real exchange can be attributed to the high inflation rate in Romania, which varied from 7% to 15.72% in the same period. By excluding the effect of the inflation using the real exchange rate, we note the ample changes in 2008-2010 while, in the case of the nominal exchange rate the changes are less evident due to high inflation rates. Overall, our results are similar to the results of Caraianni (2012), which compared the influence of the economic and business cycle on the evolution of the real and nominal exchange rates of Romania between 1993- 2010.



Source: Authors Estimates

Figure 1. Results of the Continuous Wavelet Transform Analysis – Wavelet Power

The results for the other two macroeconomic variables used in our analysis, namely the inflation and the interest rate, reveal changes in the long-term horizon, consistent with the gradual reduction of these variables during our analysis period. The wavelet power graphs for these variables point out that the disinflation process was ongoing from 2000 until the beginning of 2014, which was also accompanied by a reduction in the interest rates on the interbank market. The red and yellow bands present for longer periods of 8-64 months proves this phenomenon. This is consistent with the reduction of monthly inflation rate of more than 40% in 2000 until values of 1-2% in 2014. Similarly, the interest rates declined from 60% in the beginning of 2000 to 1-2% in 2014.

### *3.2 Results of the Wavelet Coherency Analysis*

The second part of our analysis focuses on the actual testing of the interactions between several macroeconomic variables and the two types of exchange rate we use in our analysis. Therefore, the results of the wavelet coherency analysis depicted in Figure 2 present the key component of our analysis. Overall, our results reveal some intriguing aspects regarding the dynamics between the exchange rate and three macroeconomic indicators for Romania.

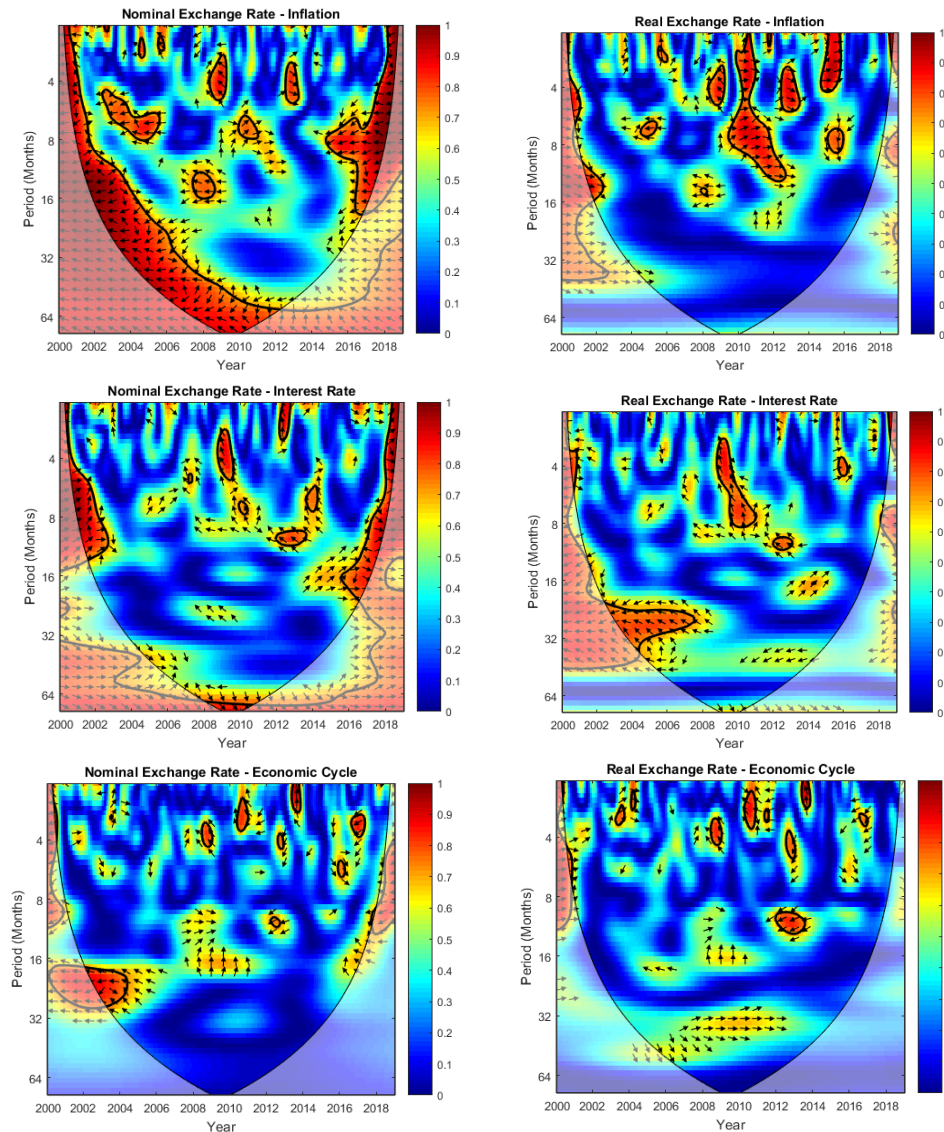
One of the main directions of our results reveals that, as expected there is a higher degree of interdependence between the nominal exchange rate and the other variables, rather than between the real exchange rate and the other variables. The higher degree of interdependence or comovement between the nominal exchange rate rather than the real exchange rate proves that inflation is a key factor in establishing the general economic environment in Romania. Furthermore, we also note that there is a higher degree of interaction between the exchange rates and inflation and interest rates, while the interaction between the economic cycle and the exchange rate dynamics is weaker.

The second important conclusion of our analysis reveals that the relationship between these variables depends also on the time-window of analysis. We note, higher degrees of interaction between our variables in the long-term, or during turmoil periods such as 2008-2011. There are many specific differences among our variables, yet we observe interaction between the exchange rate, inflation, interest rate and economic cycles for the short period timeframe of 3-4 months in 2008-2011. This is clear evidence of radical changes in the Romanian economy during that period. Furthermore, we notice that after the recent financial crisis, the short-term and long-term linkages are weaker with only small periods of high wavelet coherency coefficients around 2014, 2016 and late 2018.

While, the first two conclusions depicted the general environment, our results also point out to specific moments interactions between our variables. In the case of the bivariate analysis between nominal exchange rate and inflation, we find that the interaction refers mostly to the long term exchange rate fluctuations as we find that for longer periods of 24 months (2 years), these variables are almost anticyclical (the direction arrow is pointing to the left). This anticyclical behavior points out that when the inflation rate in Romania increases we notice a depreciation of the national currency on the long run. This behavior is consistent to the well-established Purchasing Power Parity theory of Cassel (1918) who argues that exchange rate between two currencies is influenced by the inflation and purchasing power of the respective currencies. On the long run, the dynamics of the nominal exchange rate from Romania depends on the inflation rate. Meanwhile, when we look at the relationship between the real exchange rate and the inflation we observe that both variables were in sync during periods of crisis (2008-2012) in 1-16 months' time window.

The short-term synchronization between inflation and real exchange rate, as well as nominal exchange rate is also consistent with the well-established economic theory of sticky prices

based upon the portfolio theory. Branson, Halttunen and Masson (1977), consider that there is negative relationship between the exchange rate and the interest rate or inflation in a country, because when an interest bearing assets in country become more attractive the local interest rates will increase which would lead to an appreciation of that country's currency. Therefore in the short-term we will notice that either the exchange rate or the inflation will lead for certain periods of time. In the case of Romania, we find that usually the exchange rate leads, while the inflation acts as a follower.



*Note:* Contours with black represent a 5% significance estimated on the basis of Monte Carlo simulations. The colours used to represent the wavelet range from blue (low power) to red (high power). The Y-Scale indicates the frequency range from the shortest (4 months) to the longest (64 month). The X-Scale depicts the period of analysis in years. The relationship between two macroeconomic variables is indicated by the direction of the arrows as follows: 1. if the arrow indicates the direction to the right, the variables are synchronized; 2. the first variable leads if the arrow points to the upper right; 3. the first variable is lagging if the arrow indicates the right and the direction is down; 4. the variables are out of sync (exerting anti-cyclic effects between them) if the arrow points to the left; 5. desynchronized and the first variable leads if the arrow points to the left and top; 6. De-synchronized and the first variable lags if the arrow indicates the left-most direction. *Source: Authors Estimates*

Figure 2. Results from the wavelet coherency analysis

In the case of the interaction between interest rates and both types of exchange rates, our results confirm once again that in the short-term we notice the prevalence of the sticky price theory (Branson, Halttunen & Masson, 1977), while on the long run we observe the prevalence of Purchasing Power Parity theory of Cassel (1918). Furthermore, we note that in general the interest rate takes the leading role on short term and especially during financial crisis periods, while on the long run the nominal exchange rate is in sync with the interest rate. These results are in line with the previous result of Hacker, Karlsson and Mansson (2012), for small emerging economies or the results of Andrieș, Căpraru, Ihnatov and Tiwari (2017), in the case of Romania.

Meanwhile, the interaction between the economic cycle and both types of exchange rate not only is it least significant compared to the other variables, but it also has some additional particularities. In general, we observe that the economic cycle is either acting as the leading role on long run for the nominal exchange rate, or on the short term for the real exchange rate, but also during normal periods 2000-2006 or crisis periods 2008-2011. This implies that, there is a lower degree of influence of the exchange rate on the economic cycle of Romania. Our results, are in line with the previous results of Aguiar-Conraria and Soares (2011), for the European Union but also the results of Caraianni (2012) for Romania between 1992-2010.

#### 4. Discussions

While the results from the wavelet power analysis proved that there were significant changes in the evolution of the economic cycle and the real exchange rate during the recent financial crisis, the results from the wavelet coherency analysis offer the general perspective of the interactions between the exchange rate and some key macroeconomic indicators. By using both the nominal and the real exchange rates we tested the influence of the exchange rate dynamics, by including or ignoring the influence of the inflation, which pointed to some intriguing results, that require some additional considerations.

One of the main conclusion of our analysis is that for the Romanian economy the dynamics of the inflation rate is one of the key drivers in the dynamics of the exchange rate. Therefore, monetary authorities in Romania need to take into consideration both the nominal exchange rate, but also the real exchange rate as their dynamics may differ significantly, due to the direct influence of the inflation rate. Furthermore, this result raises the question of the effectiveness of the central bank to respond to exchange rate volatility in Central and Eastern European Countries, because a monetary policy that revolves around an inflation-targeting regime, which promises low inflation, can ultimately limit the ability of central banks to react to foreign exchange shocks (Ghosh, Ostry & Chamon, 2016). While, reducing the inflation rate in a country, we are also limit the effectiveness of central banks to respond to foreign exchange volatility.

Another important contribution of our study is identifying that the dynamics between the exchange rate and several macroeconomic factors depends on the period of analysis and frequency of analysis. Due to the specific advantages of using wavelet analysis, we were able to plot simultaneously not only time but also the frequency domain, which showed the effect of the recent economic crisis between 2008 and 2011, but also long-term linkages between our variables. This proves, that while a long term relationship exists between our variables there are also moments when the degree of interaction between these variables is higher, and this is especially true during crisis periods. Therefore, national monetary authorities need to monitor closely the linkages between our variables all the time and take extra precautions during financial crisis periods when the comovement is higher (Hacker, Karlsson & Mansson, 2014).

With respect to the interactions between each individual variables and both types of exchange rate our results raise some additional issues. In the case of the nexus between the exchange rate and inflation, we find that in the short term exchange rate takes the leading role

while on the long run the relationship follows the implication of the Purchasing Power Parity theory. This implies that, monetary authorities in Romania need to monitor closely the evolution of the exchange rate, especially during turmoil periods as this variable can increase the domestic inflation rate. On the long run, we notice that the two variables align in consistence with existing economic theory. The same behavior is observed between the exchange rate and interbank interest rates in the Romanian economy. Meanwhile, the interactions between the economic cycle and exchange rate are weaker, but are also important not only during turmoil periods, but also on the long run.

Overall, our results stress the necessity of central banks from small emerging economies, to monitor closely the interactions between the exchange rate and several macroeconomic factors, because central banks in emerging economies tend to use the interest and exchange rates policies as measures to combat and reduce inflation, but also to encourage and sustain economic growth (Holtemöller & Mallick, 2016).

## 5. Conclusions

Our analysis tested the interactions between the exchange rate and several macroeconomic factors for the Romanian economy between January 2000 and December 2018 using wavelet based methodologies. We use the continuous wavelet transform analysis, wavelet coherence analysis and wavelet phase-difference in order to test what is the degree of interaction between the nominal or real exchange rates and inflation, interest rate and economic cycle.

While the result from the continuous wavelet transform analysis revealed the presence of the recent economic crisis, the results from the wavelet coherency analysis revealed several key moments of interaction between our variables of interest in both normal and turmoil periods. Therefore, analyzing the interconnections between the exchange rate and several macroeconomic factors is even more important now when the uncertainty is the main factor in the future development of the world economy.

Overall, our results indicate that the exchange rate plays a key role in the evolution of interest rates and inflation while in the case of the economic cycle the exchange rate is less important. Furthermore, we note a different behavior between our variables in the short run versus the long run. In general, the nexus between exchange rate and inflation or interest rate follows the sticky price model, while on the long run we find evidence of the Purchasing Power Parity theory by using both nominal and real exchange rates. Therefore, during periods of crisis, the exchange rate takes the leading role in relation to inflation and interest rate, while on the long run they are mostly in sync. In the case of the nexus between economic cycle and exchange rate, the degree of interactions is much lower but nevertheless especially during periods of crisis the economic cycle acts as the leading role, the latter followed by the exchange rate.

The different degrees of interactions between our variables, which are time and frequency dependent offer not only investment and arbitrage opportunities, but also raises questions regarding the effectiveness of the mechanism of transmission for the monetary policy in Romania. One important observation of our study is that the nominal exchange rate dynamics in Romania is highly sensitive to the evolution of the inflation and interest rates. Therefore, as the monetary authorities in Romania focus on reducing the inflation via an inflation targeting regime, what is the role of the exchange rate in this equation. Can we use the exchange rate as effective instrument to combat inflation, or by combating the inflation, we reduce the effectiveness of combating the volatility in the foreign exchange market. Understanding and solving this dilemma would help increase the effectiveness of the transmission mechanism for the monetary policy not only in Romania, but for other emerging economies as well.

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## Zambian Constitutional History

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### *Abstract*

The current study consists of a global overview of the various phases of the State of Zambia, as for the adoption, the application and the amendment of its formal Constitutions. Northern Rhodesia in a way was acquainted with the phenomenon of “constitutions”, granted by the UK. The constitutional history of the Republic of Zambia, into which the former protectorate was transformed in 1964, is divided in two periods, the post-independence period and the post-cold war one. These periods exemplify those of African constitutionalism, which is marked by various authoritarian regimes (1960-1980) and neo-constitutionalism (from 1990 to date). The constitutional history of the sovereign State of Zambia is also dominated by the figure of the President of Republic to such a pitch that even democratic forms of governance essentially have constituted more or less presidentialism. As for the British protectorate of Barotseland, it is no coincidence that it was incorporated in the Republic of Zambia with some privileges on the basis of the 1964 Barotseland Agreement (terminated in 1969), but with no clause in the 1964 Constitution.

**Keywords:** African constitutionalism, Barotseland, constitutional history, constitutional law, Zambia.

### 1. Introduction

The political decolonization of African countries has been a very important process (Adamou, 2018), for which the doctrine has signalized that it was not accompanied by an economic decolonization (Gonidec, 1996). Anyway, one of those countries has been the current Republic of Zambia. Its previous name was “Northern Rhodesia” (Lazos, 1979) whilst the geographical term “Rhodesia” referred to a region generally comprising the areas that are today Zambia and Zimbabwe. From 1964 and on, it only referred to the former “Southern Rhodesia”, which was an unrecognized independent State from 1965 to 1979, with the control of white people over the economic life of the country (Lazos, 1979). Rhodesia was equivalent to the territory of the modern Republic of Zimbabwe.

Northern Rhodesia in a way was acquainted with the phenomenon of “constitutions”, granted by the UK. Besides, the constitutional State of Zambia had one of the world’s fastest growing economies for the ten years up to 2014, although it had to settle the legal issue of repaying a very high public debt (Maniatis, 2018).

The profile of Zambian constitutional history

- Zambian Constitutional History has an important precedent in the colonial era.
- Constitutional History of the Republic of Zambia is very rich with original features worldwide.
- The constitutional normativity of this former protectorate remains actual.

The objective of the current study is to focus on the constitutional history of the Republic of Zambia till the application of the current version of the Constitution. In other words, it refers to the political and constitutional past of the Zambian State.

The Constitutions of the Republic of Zambia

- The 1964 Constitution was granted by the UK.
- The 1964 Constitution omitted the 1964 Barotseland Agreement, terminated in 1969.
- The 1964 Constitution previewed presidential (non-parliamentary) Republic.
- The 1973 Constitution regulated an authoritarian, one-party Republic.
- The 1991 Constitution re-introduced the presidential, democratic Republic.
- The 1996 version of the 1991 Constitution was ambivalent, reproducing presidentialism and introducing the Christian character of Zambian Nation.
- The 2016 version of the 1991 Constitution is a modern text, implicating various enhancements.

## 2. The 1964 Constitution (First Republic)

It has been noticed that Zambia was the first British colony to become a Republic immediately upon gaining independence (Kasonde, 2008). This remark is accurate but not absolutely, given that Cyprus became a Republic from scratch, when it was granted independence in 1960.

Accompanied by an Act of Independence by the British Parliament, the Zambia Independence Order's Schedule II set forth the Constitution of Zambia, recognizing explicitly Zambia as a sovereign Republic instead of the "former Protectorate of Northern Rhodesia", from 24 October and on (Ndulo & Kent, 1996). It is no coincidence that in this Constitution there was no clause on the 1964 Barotseland Agreement, which was terminated by the central regime of the Republic of Zambia in 1969. As for the First Republic (1964-1972), it was marked by serious religious and mainly political crises, such as the formal destruction of the old Kingdom of Barotseland (former British "protectorate within the protectorate" of Northern Rhodesia) against the aforementioned Agreement. That development led to the marginalization of the ethnic group of Lozi, being endowed with a judicial process quite similar to the Western one.

The 1964 Constitution has raised criticism *inter alia* because like its colonial forbears it details the structure of government so minutely that it has about it the look of ordinary legislation. It adopted the Westminster model of people's representation and previewed a political regime in which the President of the Republic became the chief executive, to whom the powers of the colonial Governor passed largely intact.

More precisely, the Zambian state apparatus and its constitutional foundations are a direct legacy of British imperialism (Gould, 2015). The 1964 Constitution appeared, in its principles and orientations, identical to the Constitution of Northern Rhodesia at the end of the colonial period.

The UK recognized the political legitimization of the leader of the United National Independence Party (UNIP) and Primer Minister of the last government of Northern Rhodesia, Kenneth David Kaunda. Section 32 of the Constitution cited that he would be the first President and would be deemed to have assumed office at the coming into operation of this text. It is to

clarify that Kaunda became the head of the State with no presidential election, in virtue of consensus of the political system of the country.

Subsequent presidential elections were part of the process of election of members to the National Assembly. Every parliamentary candidate was obliged, at the time of his nomination, to declare which of the candidates in the election of President he supports and if he does not so, declare his nomination as a parliamentary candidate is void. In a similar way, appointment of ministers from among members of the National Assembly was vested in the President.

Throughout the first 26 years of independence, the presidency grew in stature at the expense of the other organs of the State (National Assembly, judiciary), it is no exaggeration to describe the powers of the President as enormous (Ndulo & Kent, 1996).

The Bill of Rights was extensive, including various civil rights, but no socio-economic rights were included (Kasonde, 2008). The provisions regarding non-discrimination in relation to race, sex and place of origin did not apply to customary law, thus marginalizing women in society.

Besides, a bill to amend the Constitution required the votes of not less than two-thirds of all of the members of the National Assembly, but an approval through referendum was also required, especially in case that the amendment had to do with any part of the Constitution relating to fundamental rights. This democratic condition was eliminated in 1969, fact that was later to facilitate the adoption of a one-party system of government (Ndulo & Kent, 1996).

### 3. The 1973 Constitution (Second Republic)

The era of the post-independence Constitution was characterized by a multiparty system and also by the appearance of sectionalism. In 1972, the government announced that it had decided to turn the country into a one-party State, in the interest of unity and economic development (Ndulo & Kent, 1996). The transformation of the political regime into a one-party rule was not a novelty in Africa, as neighboring Tanzania had already so proceeded. Taking partly account of the report of a constitutional review commission, the Zambian Constitution was replaced by another one, in 1973, which created a socialist, one-party State (Kasonde, 2008).

The Second Republic came into being on 25 August 1973 whilst the new constitutional text was considered as a truly Zambian document, as opposed to its predecessor, which was legislated into being by the British Parliament as part of the Zambian Independence Act that severed Zambia's connection to the British Crown and granted to it the independence (Ndulo & Kent, 1996). This development reinforced presidential rule in Zambia as the president became the key player on the political scene (International IDEA, 2019). By far the most significant feature of the 1973 Constitution was the declaration of Zambia as a one-party State whilst it became illegal to form or attempt to form any other political party or organization, and illegal to belong to any political party other than the UNIP (Ndulo & Kent, 1996).

The figure of the Prime Minister was added, introduced by the Constitution to be leader of government business in the Parliament. This development is just the opposite to what happened later in Turkey, which got rid of this governmental organ after 1.000 years of existence. From 2018 and on, the Republic of Turkey has been officially converted into an authentic presidential (non-parliamentary) regime and the figure of the prime minister was replaced by that of vice-president.

As for the consecration of human rights, it is surprising that the humanist social government did not provide for socio-economic rights, given its emphasis on human development (Kasonde, 2008). One notable improvement in the 1973 Constitution over its predecessor was the introduction of the Office of the Investigator General, being analogous to that of an ombudsman (Ndulo & Kent, 1996). This organ had jurisdiction to inquire into the conduct of any person in the

public service with respect to the exercise of authority or abuse thereof. On the whole the President of the Republic followed its recommendations, which significantly were not political in character.

#### 4. The 1991 Constitution (Third Republic)

Following the increasing hostility of the society towards the one-party regime, in combination with the change of political and constitutional paradigm in Eastern Europe and its impact in Africa, the regime amended the Constitution to permit formation of other parties and announced the prospective of further amendments of the Constitution. A new Constitution was agreed upon by all political parties, enacted by the Parliament on 2 August and approved by the President of the Republic on 29 August 1991 (Ndulo & Kent, 1996). Like its predecessor, it provided for the protection of fundamental rights and freedoms of the individual without getting rid of some limitations contained in the 1973 Constitution, as it was the case of potential discrimination based on customary law and resulting in disadvantaging of women. In the absence of time for a proper constitutional review, the 1991 Constitution was essentially a transitional document, designed to meet the needs of that time (International IDEA, 2019).

Besides, the regulation on a referendum for the amendment of constitutional dispositions on human rights, as incorporated in the 1964 Constitution, was reintroduced.

Although enacted by the Parliament, the 1991 Constitution was, as Constitutions in their nature must be, the product of compromise. It strengthened the separation of legislative, executive and judicial power and reduced the domination of the executive (Ndulo & Kent, 1996).

The constitutional change was combined shortly afterwards by the first political alternance in Zambian postcolonial history. On 31 October, Frederick Chiluba was elected President of the Republic by the people, as the new Constitution introduced the direct universal adult suffrage for presidential election, previewing that this election was to be held whenever the National Assembly was involved. Kaunda was defeated whilst the Movement for Multi-party Democracy (MMD), which emerged in the Second Republic, won 125 out of 150 seats in the National Assembly (Ndulo & Kent, 1996).

#### 5. The 1996 version of the 1991 Constitution

According to its pre-election promise, MMD decided to replace the 1991 Constitution with another, that would be above partisan considerations and more human-rights friendly. A Constitutional Review Commission, chaired by Jon Mwanakatwe, was appointed in 1993 to prepare the new initiative. This organ decried the long-standing practice by which Zambian Constitutions have appeared as schedules to Acts of the Parliament, noting that this is a heritage of the colonial era when even the Independence Constitution was a schedule to a British Order-in-Council (Ndulo & Kent, 1996). It is also notable that the Mwanakatwe Commission rejected proposals for the consecration, in the Preamble, of the Christian character of Zambian Nation.

At least 70% of the Commission's recommendations were rejected by the government (Kasonde, 2008). Severe criticism was raised against both the amendment procedure and the substantial content of the adopted text. On the one hand, the Commission had strongly recommended adoption of a new constitution by means of a broadly-based constituent assembly and its subsequent amendment only with approval by the people through a national referendum (Ndulo & Kent, 1996). However, the government amended the 1991 Constitution through the enactment of the Constitution of Zambia (Amendment) Act, 1996, without any attempt to achieve consensus or compromise. Every part of the Constitution was repealed and replaced, with the unique exception of the Bill of Rights (Part III), which is very similar to the Bill of Rights of the 1964 Constitution. According to the doctrine, the aforementioned Act, even though it did not repeal the whole of the 1991 Constitution, introduced such significant changes as to render the

resulting document a new Constitution (Ndulo & Kent, 1996). However, formally it is about the first amendment of the 1991 Constitution.

On the other hand, the amendments restricted the participation of Zambians in the electoral process because of the prohibition for a chief to be qualified for election as a member of the National Assembly as well as because of the attempt to bar former President Kaunda from standing for the presidency in the 1996 elections. More precisely, the 1996 version of the Constitution previewed that a candidate's parents must be born in Zambia whilst it was known that Kaunda's parents were born in the territory that is now Malawi.

Besides, criticism has been raised also in the matter of some civil rights, such as inter alia the freedom of religion. Against the above-mentioned recommendation of the Mwanakatwe Commission and over the objections of many of the churches, the government inserted in the preamble of the Constitution a provision to declare "*the Republic a Christian Nation while upholding the right of every person to enjoy that person's freedom of conscience or religion*". The doctrine signaled that the concept of a preferred religion is antithetical to the equality of the people regarding their religious beliefs (Ndulo & Kent, 1996). Anyway, this formulation, being original against the previous Constitutions, was odd, because a Republic is not a nation adhering to a religion but a State, and significant, because essentially it transformed the secular character of the Constitution to a religious one.

It is remarkable that the Constitution did not specify which denomination of Christianity (for instance, Protestant or Roman Catholic) embodies the State whilst in practice Zambia is predominantly a Christian country. The vast majority of the citizens consist of Roman Catholics and Protestants but there is also the Orthodox denomination.

## 6. The 2003 Constitutional review process

The fact that the 1996 Constitution was an ambivalent text, being deprived of political legitimacy not only from the major party of the opposition, UNIP, but also from society, would result in a new attempt at comprehensive constitutional review in 2003 (International IDEA, 2019). The President Chiluba inaugurated a period of socio-economic growth and government decentralization and was succeeded by Levy Mwanawasa, chosen by him. The successor won the presidential election in 2001 and was President from January 2002 until his death, in August 2008. Among his political priorities were the fight against corruption and the increase of the standard of living.

He initiated Zambia's fourth review process, headed by the Wila Mung'omba Constitutional Review Commission. This development took place in 2003 against the background of severe criticism over previous rejection of the majority of the people's submissions (Kasonde, 2008).

Observers have pointed out that Zambia's numerous attempts to draft a lasting Constitution have been elusive largely due to lack of constitutional legitimacy for each process as the government in each case retained the power to reject or accept the recommendations of the people (International IDEA, 2019). In December 2005, the Commission produced a draft constitution and report. This organ received a considerable number of submissions being positive to the incorporation of justiciable socio-economic rights in the Bill of Rights. It is notable that this issue was championed particularly by the Church (Kasonde, 2008). Contrary to the point of view of its two predecessors, the Commission found that financial constraints were not an excuse for depriving the Zambian people of socio-economic rights. It noted that the group of social and political rights and the group of socio-economic rights were indivisible and interdependent, as it is the case of the freedom of expression that could not be adequately exercised without the right to education (Republic of Zambia, 2005).

As far as the rights of women are concerned, the Commission stated that a number of petitioners, including organizations representing the Women's Movement, wanted the principle of gender equality to be enshrined in the Bill of Rights, without any qualification. Petitioners on behalf of the Women's Movement emphasized that the Constitution should guarantee the enjoyment by women of fundamental rights and freedoms on an equal basis with men. They also called for consideration, in articulating these rights and freedoms, to be given to the special social, cultural, economic and physiological circumstances and roles of women. Some petitioners called for repeal of Article 23 of the Constitution in order to remove the element of discrimination against women. It was about a serious problem, on which the previous regime rejected recommendations of the Mwanakatwe Commission and, as a result, the doctrine had remarked that the freedom from discrimination, particularly against women, needed emphasis as for its protection (Ndulo & Kent, 1996).

It is notable that civil society was largely in favor of the Mung'omba Commission's recommendations (Kasonde, 2008). The draft constitution and report were seen as progressive, but the whole process was later suspended, despite the agreement to adopt the document through a Constituent Assembly (International IDEA, 2019).

#### 7. The 2006 Constitutional review process

President Mwanawasa in December 2006 presented a lengthy 14-step roadmap for constitutional change spreading over 5 years (International IDEA, 2019). To justify this initiative, described as fifth constitutional review process, he signaled that since only the Parliament was empowered under the current constitution to adopt a new one, the existing text would have to be amended to provide for an alternative method, such as the agreed upon constituent assembly along with a previous referendum.

The civil society immediately accused the government of bad faith and lack of political will and in April 2007 presented an alternative roadmap, including 71 weeks, as it argued that there was no need to consider the old rules for the consecration of an entirely new constitutional framework. A compromise was achieved only in June 2007, when both parties agreed to a plan brokered by political parties under the auspices of the Zambian Centre for Interparty Dialogue. The proposed popular body could come up with a draft constitution that would be enacted by the Parliament and then be (partly) presented to Zambian citizens through a referendum procedure.

The members of the body, called "National Constitutional Conference" (NCC) were to be nominated by the different interest groups instead of being elected. In August 2007 the NCC Bill had been adopted, mandating NCC to draft a new Constitution.

NCC had no legislative powers and was boycotted by the Catholic Church and the Patriotic Front (Chipalo, 2016). Patriotic Front is a political party, founded by Michael Sata as a breakaway party of MMD in 2001, after the President Chiluba nominated Mwanawasa as a presidential candidate for 2001 elections. The parties that participated in the Commission included MMD and United Party for National Development (UPND) whilst many dubious associations and churches were formed to join the NCC (Chipalo, 2016).

When the work of NCC would be concluded, that organ could (International IDEA, 2019):

- (1) Submit the entire draft constitution for submission to a national referendum, or
- (2) Submit the draft constitution to the National Assembly for enactment if it does not include any provisions in the Bill of Rights, or

(3) Submit parts of the draft constitution to a national referendum and others to the National Assembly for enactment.

The draft constitution was presented to the Parliament for enactment and in a grotesque turn of events, UPND, which fully participated in preparing that text, did not approve it when the vote was called in the National Assembly (Chipalo, 2016).

When the aforementioned politician Sata became President in 2011, he proceeded to appoint a Technical Committee to redraft a new Constitution. Many people felt that the Committee was the sixth Constitutional Review Commission (Chipalo, 2016).

Concerns about Sata's health grew in 2014 and it was said that he no longer ran the government due to his condition, but the government denied that. When he died, Vice-President Dr. Guy Scott was named acting leader until an election, so he became the first white leader of a democratically elected Sub-Saharan African government.

## 8. The 2016 version of the 1991 Constitution

On assuming power in January 2015, sixth President Edgar Chagwa Lungu, coming from Patriotic Front, promised to deliver a new Constitution, to which he assented on 5 January 2016.

This text has been considered as very progressive as many, if not all, of the submissions that were made to the Mung'omba Constitutional Review Commission have been included, with the exception of the creation of the provincial parliaments, which, according to the same approach, would be too costly for the nation (Chipalo, 2016). Among the very good amendments, were mentioned the establishment of the Constitutional and Appeal Courts, dual citizenship and the pension law (Chipalo, 2016).

The opposition just complained about one clause, that of the requirement of a minimum academic qualification of Grade 12 for one citizen to become a Member of Parliament or Councilor. According to an opposite approach, the rest of the world continues to dominate Africa because they are busy seeking knowledge while Zambians are busy pulling themselves down (Chipalo, 2016). The Zambian nation, after fifty years of independence, aimed to improve the quality of services provided by public institutions and this could only happen when citizens vote into office people with the requisite qualifications and experience. Besides, some members of the Parliament had been sitting in Parliament for years without participating in debates because they could not understand what was being debated.

The current version of the 1991 Constitution did not interrupt the constitutional tradition of too detailed texts. It makes the step forward with the delicate question of religious belief as in the beginning of the preamble includes a new disposition, according to which the people of Zambia acknowledge the supremacy of God Almighty. This stereotype expression of Christianity is completed by the above-mentioned clause on the Christian character of the Nation of the Republic, as this identity is counterbalanced by the recognition of the freedom of religion, which is still consecrated in the Bill of Rights (Part III of the Constitution). However, the identity of the Republic as a Christian Nation is contradictory to the new mention of the Preamble, consisting in the multi-religious character of the Nation. The lack of cohesion and particularly the defect of conceptual repetitions are obvious in the main text, in which the Republic is characterized as a multi-religious State.

On 11 August 2016, Zambia held polls to elect the President of the Republic, members of parliament, mayors and councilors, alongside a failed referendum on changes to the Bill of Rights in the country's Constitution and replacement of the provision governing the amendment

of the Constitution (Lumina, 2019). President Lungu managed to secure a narrow victory over the candidate of UPND, Hakainde Hichilema.

### 9. The 2019 Constitution Amendment Bill

In June 2019, the Constitution of Zambia (Amendment) Bill, No. 10 of 2019, was released and the people acquired the possibility to comment it. The Bill aims to amend the current version of the 1991 Constitution in significant respects, such as the institutionalization of Christian morality and ethics among the national values and principles, the possibilities for a “coalition” government, and new electoral system for the legislature.

Obviously, one of the main aspects of the 2016 constitutional reforms was the attempt to constrain the powers of the President, particularly in relation to the appointment of key officeholders, whilst the proposed new reforms reverse many of these constraints (Lumina, 2019).

The amendment process includes no referendum, but it requires the support of two-thirds of members of the National Assembly. Nevertheless, the main opposition party has the number to block the reforms, if it stays cohesive (Lumina, 2019).

### 10. Conclusion

The constitutional history of Zambia is very rich, let alone in a rather disproportional way to the duration of the post-independence period. It is also to point out that constitutional normativity of this former protectorate remains actual, particularly in view of the ongoing amendment process. It is indicative that the doctrine estimates that if adopted, the Constitution of Zambia (Amendment) Bill 2019 would potentially sow the seeds of constitutional and political crisis in the country (Lumina, 2019).

Anyway, the current analysis has reached to the following final remarks:

1. In the post-independence era, Zambia from scratch acquired a Constitution, locking out the 1964 Barotseland agreement because Kaunda did not really want to comply with its content, at least definitely. The Constitution was not made by the people but, at least formally, was a “granted Constitution”, namely officially granted by the UK. However, this term has to do with the offer of a Constitution by the monarch to the people in the framework of an already existent, sovereign State (Lauvaux, 2015). The Constitution was negotiated after the dissolution of the Federation of Rhodesia and Nyasaland by the British government, UNIP, the African National Congress, ANC and the whites (only National Progress Party) and, in substantial terms, was based on the Westminster model of governance (Chipalo, 2016). The 1964 Constitution followed the post-colonialism model of a democratic State. Till then, as signaled by the British Minister of State for Commonwealth Relations and for the Colonies in July 1964, with the exception of Cyprus, which was of course *sui generis*, all the territories of the UK had hitherto gone into independence with a monarchical form of government, and with the Queen represented by a Governor-General (HL, 1964). The UK was, therefore, breaking new ground in that, Zambia would move straight from its present status as a protectorate to that of an independent sovereign republic. Rather it should be seen as a realistic acceptance, right at the outset, of what many African countries had (already) found, after only a brief period of independence, the medium best adapted to their political aspirations. Anyway, the form of governance was not a case of parliamentary Republic, according to the Western model, but essentially, at least in the interior of the political powers of the State, consisted in almost a one-man authority; a new constitutional tradition emerged, personalized by the figure of the President of the Republic, which is not subject to the mechanism of proposals of confidence or censure by the Parliament, which are indispensable for the recognition of an authentic parliamentary system of governance. The 1964



Constitution avoided introducing a clear form of State, namely a parliamentary (non-presidential) Republic or a presidential (non-parliamentary) Republic. It institutionalized a blended form, consisting in a presidential Republic, being deprived of Prime Minister according to the stereotype of presidential regimes. Nevertheless, the presidential model was combined with some limitations, inspired by the model of parliamentary Republic, like the system of joint election of parliamentarians and the President.

2. Zambia did not abstain from the rule of political abnormality, let alone the dissolution of the old Kingdom of Barotseland. Its constitutional history is marked by a peaceful transition, being uncommon at least for the African context. That abnormality led to a protracted period of an authoritarian regime, of the party which already was endowed with the State power. The one-man authority (presidentialism) was completed by the one-party State (oligarchy). It is remarkable that this development exemplifies well the period of authoritarian governance in the comparative constitutional history of Africa, in the period 1960-1980 (Senou, 2019).

3. As for the collapse of the one-party regime, the emergence of a democratic Republic based on a new, liberal Constitution exemplifies, once again, the African constitutional history, as in the 1990s began the movement of neo-constitutionalism, putting the stress on the better consecration of fundamental rights (Senou, 2019). However, the tradition of the one-man authority survived and so presidentialism moved from the authoritarian context to the democratic one to such a pitch that the unique President of the post-independence era attempted to keep being the leader, but in vain.

4. In the second, current period of neo-constitutionalism, presidentialism has been intense, like perhaps all the rest problems of constitutional context, such as lack in consecration of fundamental rights and “Byzantinism” in the operation of the State, exemplified by the constitutional amendment process. In comparison with the first period of post-independence era, the difference was that the political system was saturated by the excessive changes of the Constitution and sometimes reached the other end, marked by parasitism and stubbornness. At least in the phase prior to the 2016 version of the Constitution, in practice the separation of powers between the judiciary on the one hand and the Executive and the Legislature on the other was still largely mythical, although Zambia had already, on paper, put in place the minimum accepted international standards for the independence and autonomy of the judiciary (Sakala, 2013).

5. Last but not least, the current era of neo-constitutionalism is characterized by a more or less intense political and constitutional interference of the Christian churches and the emergence of Christianity as an official component of the State, which keeps adopting Western cultural points of reference. In clear opposition to the international tendency to adopt the model of secular State, Zambia has gradually adopted the opposite model in its Constitution, which continues to be flexible (non-rigid) on the matter.

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## EU Winter Energy Package in the Slovak Republic

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### *Abstract*

In this article, the authors deal with the adoption of the EU Winter Energy Package and ACER as an independent European authority which supports cooperation among national regulatory authorities. The EU Winter Energy Package brought very significant changes in the energy sector to Slovakia. The main task of EU Winter Energy Package is to facilitate the transition of individual Member States of the European Union to the so-called clean energy based on renewable energy sources and to achieve the interconnection of energy markets of the individual Member States of the European Union. As the main tool of achieving the interconnection of energy markets of the individual Member States of the European Union should be reinforcement of powers of ACER.

**Keywords:** Winter Energy Package EU, Agency for Cooperation of Energy Regulators (ACER), powers, renewable energy resources, energy, energy markets.

### 1. Introduction

We would like to clarify what is the purpose of the EU Winter Energy Package and how it should have an impact on the electricity produced in the EU in practice. In our view, this is an important step. The objective pursued by this Winter Energy Package is to accelerate processes that aim to create a single electricity market, where renewable energy sources, respectively clean energy will play a key role. The Clean Energy Package (or fourth energy package) representing the legislative package of several regulations and directions of the European Commission and the European Parliament.

The European Union's objective is to facilitate the transition of Member States to clean energy, thereby taking a significant step towards achieving the creation of an Energy Union in the European Union, thus meeting the objectives and commitments of the Paris Climate Change Agreement. The new policy framework provides regulatory certainty, notably through the introduction of the first national energy and climate plans to support the necessary investments in this important sector. This proposal for legislative changes should enable European consumers to become fully active players in the energy market. At the same time, the European Union is setting two new targets by 2030: to achieve 32% of total electricity produced in the European Union from renewable sources, and the second to relate to energy efficiency of at least 32.5% –

with a possible upward revision concerning the electricity market. These ambitious goals should result in stimulating the competitiveness of the industry in Europe, fostering growth and creating new jobs, reducing energy expenditure, helping to address energy poverty and improving air quality. If the individual proposals are fully implemented, this will lead to steeper emission reductions for the whole of the European Union compared to what was expected in the previous period (around 45% by 2030 compared to 1990 compared to the current 40% reduction target). With these measures, the European Commission has set itself the EU would be the world leader in the production of electricity from renewable sources (Hancher & Winters, 2017).

At the same time, these measures are intended to positively affect the consumer, who is to become a central element of the energy market, by supporting the European Union decentralization of energy, i.e. consumers will produce and consume electricity at the same time. The European Union wants to take this step mainly because, in most Member States, consumers are hardly motivated to change consumption in response to market change, because prices in individual Member States do not follow market principles and are subject to different charges which are often unrelated to themselves price of electricity/gas.<sup>1</sup> In the Slovak republic are these tariffs determined by Regulatory Office for Network industries (RONI) as the national regulatory authority based on national legislation. The European Union tries set in the EU Winter Energy Package to unify tariffs which regard common single energy market across of all member states. In this point we can see that the European Union try to interfere into strict national issue such as price regulation.

## 2. EU agencies in general

Furthermore, the article will deal with the issue of EU agencies and their origin, status, classification. EU agencies were established to carry out specific tasks in accordance with European Union law. This is very important because we then understand the context in which ACER was created. We are particularly interested in ACER because it was established that the various regulators as well as the individual market players involved should start working together to agree on procedures that will lead to the creation of a single energy market.

Currently, several agencies are set up by the European Parliament and the Council of the European Union in different countries of the European Union.<sup>2</sup> EU agencies can broadly be defined as bodies governed by European public law that are institutionally separate from the EU institutions, have their own legal personality and a certain degree of administrative and financial autonomy and have clearly specified tasks (Vos, 2018: 5). It can therefore be stated that these agencies are agencies have a certain autonomy and in independence and they are decentralized.

In general, their main role is to help European institutions to implement policies and take decisions in individual areas. They work alongside the main EU institutions and Member States, feeding them evidence-based advice to help shape informed policies and laws at the EU and national level. Several authors refer to EU agencies as relatively independent, but in order to identify with this assertion, it would be necessitate a detailed analysis of several aspects.

Presently, there is no general legal basis to create EU agencies. The current prevailing view in legal literature and case law of the European Court of Justice is that EU agencies may be created on the relevant Treaty article that provides the legal basis in a specific policy area.

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<sup>1</sup> New rules for the Agency for the Cooperation of Energy Regulators (ACER). Retrieved from [http://www.europarl.europa.eu/RegData/etudes/BRIE/2017/599300/EPRS\\_BRI\(2017\)599300\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/BRIE/2017/599300/EPRS_BRI(2017)599300_EN.pdf).

<sup>2</sup> Total number of agencies amounting to 36.

Several authors have tried to classify these agencies. The academic literature has therefore come up with several classifications of agencies, varying from functional to instrumental typologies. The last and most recent breakdown comes from 2018, which states that EU agencies can be categorized according to a functional, numerical and legal taxonomy. From our point of view, it is important a legal perspective, agencies can be distinguished according to their legal basis, the nature of their powers, the instruments that they may adopt and the autonomy in decision-making (Vos, 2018: 5). As regards their legal basis, we can distinguish agencies that have been created by a Commission act, a Council joint action, or a European Parliament and Council act. According to the nature of their powers and the instruments, they have at their disposal agencies can be divided into agencies with and without decision-making powers to adopt binding legal instruments. As regards the autonomy to adopt specific acts, agencies may be divided into three categories.

These are the following categories: (1) agencies that need prior approval for the conclusion of an act, (2) agencies that need prior consultation with the Commission, and (3) agencies that can autonomously adopt acts.

Slovak and Czech authors talk about several classification criteria, for example on the basis of the nature of powers (materialistic point of view):

- (a) Decision-making agencies,
- (b) Quasi-regulatory agencies,
- (c) Coordinating agencies.

(a) Decision-making agencies are agencies empowered to issue individual administrative acts which are subject to review by the Court of Justice of the European Union, in particular in actions for annulment. These include, for example Community Plant Variety Office (CPVO), Agency for the Cooperation of Energy Regulators European Union Intellectual Property Office (EUIPO), European Union Aviation Safety Agency (EASA).

(b) Quasi-regulatory agencies are empowered to issue underlying decisions on applications submitted by bodies in the framework of centralized Community procedures, the final decision being generally taken by the Commission. These include, for example of such agencies are European Maritime Safety Agency (EMSA), European Food Safety Authority (EFSA) or European Medicines Agency (EMA)

(c) Coordinating agencies are agencies with no authority or make binding decisions, but are generally active in coordinating and disseminating European policies, for example European Environment Agency (EEA).

In the Slovak republic there is another categorization, which is very frequent in the recent development (so-called sectorial categorization), which is used as a criterion of the EU policy within which the agency operates (so-called formalist viewpoint). It is possible to recognize agencies: regulatory agencies, executive agencies, financial market supervisory agencies, EUROATOM agencies.

- Regulatory agencies

(1) Common Policy Agencies. Common policy agencies are not EU bodies but have their own legal subjectivity. They are established by regulation. Here we can include: internal market agencies, agricultural and fisheries policy agencies, transport policy agencies, Trans-European Network policy agencies, public health and consumer protection agencies, environmental policy agencies, education, research and technological development policy agencies, joint agencies.

(2) Agencies of the area of freedom, security and justice. Here we can include: human rights agencies, agencies for the protection of external borders, asylum and immigration, agencies for police and judicial cooperation in criminal matters.

(3) Agencies under Common Security and Defense Policy.

- Executive agencies

These EU agencies are entrusted with the performance of tasks relating to individual Union programs. They shall in particular be responsible for managing the projects, carrying out the necessary checks, collecting and providing information to the Commission.

- Financial market supervisory agencies

Their task is primarily to supervise the financial market and the Union's financial system as a whole.

- EUROATOM agencies

EUROATOM agencies carrying out tasks related to the activities of the European Community, in particular in the fields of trade and import of ore, nuclear research, etc.

In this article we will focus on the Agency for the Cooperation of Energy Regulators (hereinafter ACER). The Agency ACER is an independent European structure which fosters cooperation among European energy regulators. ACER ensures that market integration and the harmonization of regulatory frameworks are achieved within the framework of the EU's energy policy objectives. In the Slovak republic, such a regulatory body in the field of energy is the Regulatory Office for Network Industries.

### 3. Agency for the cooperation of energy regulators

The Agency for the Cooperation of Energy Regulators as the European Union Agency, was established by Regulation (EC) No 713/2009 of the European Parliament and of the Council of 13 July 2009 establishing an Agency for the Cooperation of Energy Regulators which was a part of Third Energy Package. The main goal of establishing ACER was to further progress the completion of the internal energy market both for electricity and natural gas. ACER was officially launched in March 2011 and has its seat in Ljubljana, Slovenia. The main purpose of existing ACER is to coordinate the regulatory decisions of independent national energy regulators (NRAs) at the European Union level.

As an independent European structure that fosters cooperation among European energy regulators, ACER ensures that market integration and the harmonization of regulatory frameworks are achieved within the framework of the European Union's energy policy objectives. The latter aim is to create more competitive, integrated market which offers consumers more choice. ACER also has a task to create an efficient energy infrastructure guaranteeing the free movement of energy across borders and the transportation of new energy sources, thus enhancing security of supply for EU businesses and consumers. Another task is to create monitored and transparent energy market guaranteeing consumers fairly, cost-reflective prices and the deterrence of abusive practices.

ACER is thus a central institution in the creation of a Single Energy Market to the benefit of all EU consumers.<sup>3</sup>Based on, these goals of ACER we can claim that the main task of ACER is to help to integrate all energy markets into one big European energy market. Generally, the European Union defined the goal of creating one market is defined in Article 3 paragraph 3 of the Treaty of the European Union.<sup>4</sup>

Concretely, the creation of the European energy market is described in Article 194 of the Treaty on the functioning of the European Union. In this article the goal is to define establishment and functioning of the internal market and with regard for the need to preserve and improve the environment. Union policy on energy shall aim, in a spirit of solidarity between Member States, to: ensure the functioning of the energy market; ensure the security of energy supply in the Union; promote energy efficiency and energy saving and the development of new and renewable forms of energy, and promote the interconnection of energy networks.

We could claim that all of these mentioning aspects representing the basic tasks of the ACER. Besides, they are corresponding with the aim of ACER which we mentioned previously in this article.

ACER plays a central role in the development of the network codes with a view to enhancing competition. It coordinates regional and cross-regional initiatives which favor market integration. Its responsibilities include monitoring functions with regard to progress in the implementation of the 10-year network development plans, the functioning of gas and electricity markets in general, and wholesale energy trading in particular. In its advisory role, ACER makes recommendations to the Commission regarding market regulation and priorities for transmission infrastructure. We have to say that the main ACERs partners in fulfilling this goal of the ACER are except NRAs also European networks of transmission system operators for electricity and gas (ENTSO E and ENTSO G).

According to the EU Winter Energy Package, ACER would monitor wholesale and retail markets in electricity and natural gas including for their compliance with the new consumer rights laid down in the proposed recast directive on common rules for the internal market in electricity. The agency would monitor potential barriers to border trade and state interventions that prevent prices from reflecting actual scarcity and assess the performance of Member States regarding the security of electricity supply. The changes the proposal would bring EPRS New rules for the Agency for the ACER. Background Proposal Views Legislative Process References border trade and state interventions that prevent prices from reflecting actual scarcity, and assess the performance of Member States regarding the security of electricity supply. ACER would have a new task, that of regulatory oversight of the regional operational centers, new entities covering several Member States at a time, which are being introduced as part of the recast internal electricity market regulation. ACER would supervise nominated electricity market operators (NEMOs) designated by the competent national authorities to perform tasks related to single day-ahead or single intraday coupling.<sup>5</sup> These steps seem to be useful for achieving one single energy market. Because if you want to have single energy market you need to have same rules for everyone on market which would be legally binding for all. Therefore, you need to have one authority which would control a behavior of stakeholders and when stakeholders would breach some rule, this authority must enforce the law.

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<sup>3</sup> Retrieved from [https://www.acer.europa.eu/en/The\\_agency/Pages/default.aspx](https://www.acer.europa.eu/en/The_agency/Pages/default.aspx).

<sup>4</sup> Retrieved from <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A12012M%2FTXT>.

<sup>5</sup> Briefing EU Legislation in Progress New rules for the Agency for the Cooperation of Energy. Retrieved from [http://www.europarl.europa.eu/RegData/etudes/BRIE/2017/599300/EPRS\\_BRI\(2017\)599300\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/BRIE/2017/599300/EPRS_BRI(2017)599300_EN.pdf).



Regulation (EU) 2019/942 of the European Parliament and of the Council of 5 June 2019 establishing a European Union Agency for the Cooperation of Energy Regulators (hereinafter Regulation of ACER) recasts the legislation establishing the agency (Regulation (EC) No 713/2009), adapting it to changes in the energy markets and addressing the need for enhanced regional cooperation. It gives ACER a stronger role in the development of network codes and the coordination of regional decision-making. It furthermore assigns it a number of new tasks related to the regional operational centers that are to be established, the supervision of nominated electricity market operators and the assessment of generation adequacy and risk preparedness. In the European Parliament, the proposal has been referred to the Committee on Industry, Research and Energy (ITRE), which adopted its report in February 2018. A provisional trialogue agreement was reached on 11 December 2018. Parliament is expected to vote on the agreement during the March II 2019 plenary session. Third edition. The “EU Legislation in Progress” briefings are updated at key stages throughout the legislative procedure. Please note this document has been designed for on-line viewing.<sup>6</sup>

According to new legislation which brought the EU Winter Energy Package ACER should do these obligations. Primary responsibility for regional terms and conditions or methodologies would rest with the regulatory authorities of the region concerned; they would only be referred to ACER for a decision if the issue at stake has a tangible impact on the internal energy market, or otherwise if the concerned regulatory authorities fail to agree, or upon their joint request; ACER would issue a recommendation where joint agreements are inconsistent with the objectives and the provisions of the Electricity Directive and Regulation, and the network codes and guidelines. ACER would intervene with a binding decision when it detects that an ENTSO, a Nominated Electricity Market Operator (NEMO), a Regional Operational Centre (ROC) or any other entity operating at cross-border, regional or EU-wide level (e.g. the future EU DSO entity) does not comply with the objectives and provisions of the Electricity Directive and Regulation, and the network codes and guidelines. ACER would have the power to request any information it requires to carry out its tasks effectively from market participants and other entities, if necessary, through binding decisions; this would strengthen ACER’s ability to perform its monitoring function. In the absence of ACER’s financial and human resources, ACER would be allowed to collect fees for the registration of Registered Reporting Mechanisms, reporting trade and fundamental data under REMIT, and for the oversight of Transmission system operator (TSO). ACER’s activities, including their cooperation through the ENTSOs; however, revenue received by ACER must not compromise its independence or objectivity. ACER’s decisions would have to be fully reasoned and justified to allow judicial review; they would have to be made public, whilst preserving the confidentiality of commercially sensitive information. National regulators would continue to vote by a two-thirds majority within the ACER Board of Regulators (rejecting the simple majority voting proposed by the Commission).

All of these obligations testify that ACER plays a key role in creating a common single European energy market. If we look at these competencies, we should find out that ACER could intervene in the national issues of each member state of the European Union. Therefore, we could say that a decision-making process of ACER is making on the supranational level. But in this context, we should underline, that all of these decisions are adopting by the board of regulators which consists of represents of each national regulatory authority. That’s why we can’t tell that ACER representing a relatively independent agency.

On the other hand, ACERs competencies are situated somewhere middle between national regulatory authorities and the European Commission. Besides of ACER has also directly

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<sup>6</sup> New rules for the Agency for the Cooperation of Energy Regulators (ACER). Retrieved from [http://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS\\_BRI%282017%2959930](http://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI%282017%2959930) O.



power on market of electricity stakeholders as TSOs, Distribution system operators (DSO), NEMOs for example. These subjects are established based on national law of each member state of the European Union. In the introduction, we characterized that ACER belongs to the group of decision-making agencies. In this context, we must adduce that all of these ACERs decisions based on Regulation of ACER are directly legal bidding for all market stakeholders from all member states of the European Union. Despite, that legally binding follow from the Regulation of ACER in the Slovak republic lawgiver put this obligation into the Slovak national law system.<sup>7</sup>

#### 4. Conclusions

In the future we can expect that the ACER would effectively use all of these new competencies in compliance with the main task of the ACER helping in the integration of energy markets in the European Union. In our opinion that the ACER would interfere to competencies of NRA much more than before. Perhaps we will see more conflicts of jurisdiction between NRAs and the ACER than before.

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<sup>7</sup> § 21a of Parliamentary Act no. 250/2012 Coll. on regulation of network industries.

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## Implicative Potential of Structural Indicators in Speech Acts of Marine Engineering Communication

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### *Abstract*

Lexical and syntactic structures modify the illocutionary force of the speech acts. The paper tries to determine the connection between the syntactic and lexical structures and their pragmatic goal, i.e. speech act illocution. The paper uses the basic notions of the speech act theory (Austin, 2014, Searle, 1991), Altmann's (1993) theory of sentence types whose semantics may be determined by interpreting the speaker's attitude, and the theory of speech act modifiers (Blum-Kulka, 2005). The authors analyzed a corpus of Marine engineering written correspondence (e-mails), using a bottom-up approach, to establish how structural indicators modify the implicative potential of an utterance. The research was based on a qualitative analysis, taking into consideration the specific character of written communication, whereby the structures used by the speakers to communicate will also be specific. In that sense, it was expected that the speakers rely more on language structures as opposed to extra linguistic means, and to find a more powerful role of indirect speech acts. Based on that analysis, the potential of each category will be determined for this specific corpus so as to clarify the relation of language structures and cognitive processes.

**Keywords:** speech acts, Marine engineering communications, structural indicators, illocution.

### 1. Introduction

The paper deals with the communicative function of language and the pragmatic need for quick, precise and reliable communication as well as information-processing in the specific variety of the English for Specific Purposes (ESP), Maritime English. According to Bocanegra-Valle (2013), Maritime English is an umbrella term for a variety of English language which differs from other varieties from the syntactic and lexical aspect, while satisfying the communication needs of the specific group of professionals. More specifically, this paper deals with one of its subvarieties: English for marine engineering, which along with English for shipbuilding, is recognized as the most technical of the Maritime English subvarieties used by marine engineers, ship designers, shipbuilders, ship surveyors, and other technical staff dealing with the design, operation, and maintenance of a ship's engines, equipment, and systems. As Bocanegra-Valle (2013) pointed out, in this particular variety, written communication is more pronounced as marine engineers need to write and understand reports, specifications, manuals and other technical documentation. The language of marine engineering communications is characterized by transparency, clarity and conciseness. Its basic function, although not the only one, is fast, clear

and efficient transfer of information, whereby the linguistic structures have an important role. Such language variety has a limited domain and a precise function. It is also characterized by a specific way of communication and requires a community of people that share specialized knowledge (Pritchard, 2010). Furthermore, it is marked by unambiguous terminology, lexical density and complex syntax, with certain rhetorical elements and formulas (X & Y, forthcoming).

- Lexical and syntactic structures modify the illocutionary force of the speech acts.
- Structural indicators modify the implicative potential of an utterance.
- In written communication speakers rely more on language structures as opposed to extralinguistic means.
- The language of marine engineering communications is characterized fast, clear and efficient transfer of information, whereby the linguistic structures have an important role.

The framework of the research consists of a corpus of authentic e-mails composed in the English language by the following participants of the communication process: Chief Engineers, Masters, Superintendents, company vice-presidents, safety officers, quality management officers, commercial officers, etc. A qualitative analysis of the corpus provided an insight into the language effects of the participants in the speech activity, taking into consideration some extralinguistic factors, such as their role in the company and gender. The study relies upon the speech act theory, using Searle's (1991) taxonomy of speech acts, according to which there are five categories: (1) declaratives, i.e. those speech acts that influence and alter reality; (2) assertives, whereby the speaker states his views and beliefs about the world around him; (3) expressives, i.e. those speech acts that express the speaker's feelings and psychological states; (4) directives, used to make, persuade or talk the interlocutor into doing something; and (5) commissives, whereby the speaker commits himself to doing something in the future. Searle (2005: 2) also distinguished the illocutionary purpose, i.e. the speaker's intention, from illocutionary force, i.e. language means which will provide the power of statement to the intention. Illocutionary force is expressed and interpreted by means of various illocutionary force indicators, whereby the pragmatic competence of the interlocutor is activated in the speech act. These indicators encompass performative verbs, verb aspect, word order, tone, intonation, accent, adverbials, particles, non-verbal means and circumstances of utterance. It should be emphasized that the meaning and the illocution potential are intertwined, so parts of a speech act may be interpreted only if the speaker's attention is taken into consideration.

Another important notion was elaborated by Grice (1975). Grice found that conversations do not constitute a series of unconnected statements nor would it be rational if it were so, but rather that conversations are based on a shared cooperative principle, which Grice described in a series of the maxims: the maxim of Quantity, the maxim of Quality, the maxim of Relation and the maxim of Manner. Therefore, the participants act cooperatively, assuming that their interlocutors are also cooperative, i.e. that they contribute to the conversation. This is particularly important in the context of written e-mail communication as it lacks the non-verbal dimension of speech, therefore, the language itself with all its means and strategies is used as an indicator of mutual relations and roles of the participants in the speech act. As opposed to oral communication, there is no feedback from the interlocutor according to which we may modify our utterance, so it is extremely important for the written communication to be clear, concise, concrete, precise, coherent and complete. By recognizing and selecting proper language structures, we may act more efficiently, which is very important in daily work that is to be carried out by seafarers. To be more specific, when considering written communication, it is common to use hedges and polite expressions so as not to offend the reader, but still send the message across, even if the message is unpleasant. In written communication, one always strives to "tone down" the implicative force of the message, which is as a rule achieved by linguistic means, e.g. passive voice, modal verbs or indirect statements.

In accordance with that, Leech (1983) further elaborated Grice's maxims and proposed a politeness principle, with maxims of tact, generosity, approbation, modesty and sympathy, whose main goal is to maintain the social balance and a friendly relation. The politeness principle may even dominate the quality maxim, in cases when one for instance wants to decline an invitation politely, and makes up a lie about having a prior engagement so as not to offend the other person. This connection between the sense (semantic representation) and the force (implicature) is based on listener's knowledge of the conventional meaning, i.e. the assumption that the speaker adheres to the cooperative principle, has knowledge of linguistic and any other context of the utterance and has background knowledge as well (Kordić, 1991).

In this sense, linguistic means are used as structural indicators having implicative potential, i.e. implying the intention of the speaker. As to the syntactic structure, the authors expect to encounter an extensive use of indicators such as conditional clauses, modal verbs, verb aspect and characteristic use of tenses. Among lexical means, we may encounter direct means such as performative verbs and indirect means such as pronouns, adjectives, adverbs, particles and other discourse markers which affect the strength of the utterance.

## 2. Method

The framework of the study is based upon a corpus of 395 e-mails from the field of marine engineering English, among various participants in marine engineering operations, such as chief engineers, masters, superintendents, company vice-president, safety officer, quality management officer, commercial officer, whose names were omitted owing to anonymity. The e-mails were collected during 2006, 2007 and 2008<sup>1</sup>.

The corpus was subjected to a qualitative analysis, which enabled a deeper insight into the issue, observing the language effects from the inside, as well as focusing on individual phenomena important for the understanding of the speech act. The qualitative analysis also enabled us to see some erratic and unexpected phenomena in the corpus, to understand the development of the speech act and to explain the cause-effect patterns of certain speech acts. The emphasis is on details, which reveal patterns, thus inductively leading to a conclusion.

Besides that, the utterances in the corpus were not observed exclusively as statements, imperative and interrogative sentences like in traditional grammars, but the authors differentiated between the formal and the functional aspect of the sentence mode (Altmann, 1993). Altmann describes the sentence mode as a complex language sign, consisting of a formal aspect, encompassing grammar characteristics such as mood, intonation, word order, and a functional aspect, relating to the application of the formal aspect in a specific speech act, i.e. the fact that the speaker, depending on his/her intention, chooses among certain types of utterances and takes the one which seems most suitable for his/her intention. In that respect, there is no strictly determined relation between the formal and the functional aspects of a certain sentence mode, but we may conclude that a functional aspect may be expressed by means of different formal aspects, just as a formal aspect may serve to realize several functional aspects. For example, the interrogative sentence mode may be expressed by means of a question word or by means of the sentence intonation. Similarly, the imperative may express other meanings besides ordering, such as request (e.g. *Close the door.*), warning (e.g. *Watch out!*), instructions (e.g. *Remove the cover.*), etc. We may conclude that sentence mode, as opposed to sentence type, includes a semantic aspect and thus represents a wider notion, i.e. a sentence mode may include several sentence types (Palašić, 2015).

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<sup>1</sup> The corpus was compiled by prof. Josip Luzer from the University of Rijeka, Faculty of Maritime Studies for the purposes of teaching ESP.

Furthermore, the research also considered the so called internal and external modifiers (Blum-Kulka, 1985), i.e. modifiers within the core of the speech act and those outside the speech act, whereby the internal modifiers provide an additional tone to the speech act which, by means of these modifiers, is not necessarily understood as a speech act of the intended illocutionary force. Such modifiers may serve as downgraders or softeners or even upgraders of an utterance, depending on the speaker's intention. In this study, the focus was on internal modifiers, among which Blum-Kulka (1985) distinguishes two types: syntactic, such as interrogative sentences, conditional clauses, negative sentences, marked verb aspect, and lexical or phrasal modifiers, which consist of a large number of words/phrases/expressions, whose function is softening the illocutionary force of the utterance. In addition to internal modifiers, a speaker may use external modifiers which are not directly related to the speech act core, i.e. they are not part of the speech act, but form part of the context of the speech act, and as such participate in the illocution in an indirect way and contribute to the understanding of the speech act.

The research presented in this paper focused on structural indicators of syntactic and phrasal nature and their illocutionary force or their modifying force within a speech act. The study focuses on the meaning and understanding of the speech act segments.

### 3. Results and discussion

The compiled corpus of authentic e-mail consists of 89,772 tokens (analysis performed in the parallel concordance MonoConc (MonoConc Pro, Barlow, 2002). Table 1 shows the most frequent lexical words in the corpus.

Table 1. Frequency list for the most frequent lexical words in the corpus

Lemma	instances
master	617
please	599
message	543
subject	542
overseas	500

The quantitative data has further yielded basic information and insight into the communication process (i.e. to whom and by whom the messages are sent). However, to gain a deeper insight into the meaning of particular speech acts, it is necessary to conduct a qualitative analysis, case by case.

#### 3.1 *Adverbials*

According to the quantitative data, the most common modifier appears as one of the most frequent words in the corpus – *please*, which is used to modify utterances in various ways, either to persuade someone to do something as a commissive, to thank, to ask for something, or just as a form of polite opening, e.g. “*please be informed...*”. Another similar modifier is ‘kindly’ (appearing more than 50 times in the corpus), which is also used to emphasize a request, soften an order or request, and is followed by an imperative. These are frequent linguistic tools for alleviating the force of illocution, a way of avoiding directness and abruptness of an utterance. In addition to this, there are other lexical indicators used as modifiers, upgraders such as ‘highly’ and ‘immediately’ in examples:

(1) **Kindly** confirm once this has been completed.

(2) Your consideration on this matter is **highly** appreciated.

In some cases, even entire phrases may be used as modifiers, as in (3) where the directive speech act is further enhanced by the phrase 'at your earliest opportunity'.

(3) **At your earliest opportunity** please open up the back-flush filter for inspection.

### 3.2 Verbs and verb forms

According to Searle (1991), the verbs are one of the devices used to indicate the illocutionary force of an utterance. There are few instances in the corpus where the speaker uses a strong, performative verb in a speech act, which is in line with the nature of written communication, as it requires impersonal and indirect addressing. The illocutionary force of verbs is usually downgraded by a modifier, which may be an adverbial or a structural modifier, such as a passive voice or a conditional clause. In accordance with the function of the e-mail messages, the majority of speech acts in the corpus are explanatory or informative in content, therefore the speech acts found are mostly assertives. Another frequent speech act in the corpus is the expressive speech act, which in this case indicates the relations of power and solidarity between the interlocutors, or may be used for expressing emotions (e.g. *Sorry for the mistake*). Furthermore, verbs are used in speech acts promising or committing to do something, e.g. *We intend to carry out these jobs on receipt of office clearance*. The verbs expressing a directive speech act, i.e. persuading or convincing somebody to do something, are always softened in the written communication, to avoid abruptness, e.g. *Also, we would kindly request you to clarify following items*. Declaratives are avoided in the analysed corpus. The reasons may lie in their high illocutionary force or the fact that there were no such situations which required the use of such verbs.

An important structural indicator of illocutionary force found in the analysed corpus is the present tense, which is used to express a strong illocutionary force, levelling up to imperative. It is mostly used by the superiors to order or impose something to their subordinates, like in (4) where the vice-president, by emphasizing the master's duty, adds weight to his statement, so the present tense here is not just used to state a fact, but also highlight the meaning of the sentence.

(4) *The master of each ship **remains** always in command of and responsible for his vessel.*

In example (5) the superintendent uses his position to order the engineer to stay longer than the due time; the present tense is used for such purpose, whereby it gains the force of the imperative, having the power of a declarative speech act.

(5) *The First Engineer **remains** on board and should provide full details of the failure.*

Example (6) shows how the present tense may be used for expressing requirements, demands, thus acting as an upgrader of illocutionary force. As this semantic role does not represent its usual usage, it is even more emphasized and in this context is perceived both, as an order and a reproach.

(6) *The reason for the failure **requires** clarification.*

Example (7) expresses a direct prohibition and the present tense employed here strengthens the force of the utterance, further emphasizing the prohibition.

(7) *Please find attached a terminal report from Cabinda as you can see your vessel **is not acceptable** to this terminal.*

The following example (8) represents a statement from the Chief Engineer to the superintendent, reproaching him for his oversight. However, as the Chief Engineer is inferior in this relation, the utterance is softened in a number of ways. First of all, the extralinguistic knowledge or the responsibility of the superintendent is never mentioned, so this impersonal structure is used to soften the illocution. Secondly, the use of the Present Continuous tense in this context also downgrades the force of the utterance.

(8) *I wish (to) inform you that due to delay to provide spare parts; some requisitions **are now becoming** quite urgent.<sup>2</sup>*

It should also be pointed out that each indicator, including the present tense as such, has a conventionally determined denotation, but when the speaker uses it to mark his illocution, it is not its denotative meaning that he uses, but he actually indicates its correlation. Here the speaker uses the present tense as indicator with its appertaining denotation in order to indicate the illocutionary force. Therefore, the present tense is a means to indicate, not perform, the illocutionary force.

As opposed to the present tenses, past tenses are neutral in their illocutionary force. They can be found exclusively in reports about failures and descriptions of performed work. The use of past perfect is disregarded and is often replaced with past simple tense especially in the passive voice owing to simplicity of form and structure (cf. Spinčić & Luzer, 2007), while present perfect is used only occasionally. When it comes to expressing future, only Simple Future is used, expressing various meanings, such as intention (9), apology and promise (10), warning (11).

(9) *Findings **will be reported** soonest.*

(10) *Vessel **will not fail** reporting anymore any H<sub>2</sub>S concentration in cargo tanks despite any time constriction or tiredness.*

(11) *Combination carriers (OBO O/O) **will not be accepted** beyond 15 years of age.*

(12) *SAUDI GOVERNMENT STRICTLY ADHERE THAT, MASTER WILL BE FULLY RESPONSIBLE OF CREW MEMBERS WHOM ARE WORKING ON BOARD/TANKER SIDE, WITHOUT WEARING LIFE JACKET WHEN YOUR SHIP ENTERED TO SAUDI WATERS.*

Example (12) is a perfect example of several illocutionary aspects acting at the same time to upgrade the force of the illocution. Firstly, we notice the capital letters which in written communication provide a special non-linguistic means of expressing one's thoughts. Secondly, the future tense which emphasizes the meaning of the verb, and thirdly, lexical means, such as the adverbs *fully* and *strictly* which intensify the meaning of the verbs which they modify.

Furthermore, modal verbs as structural indicators modify the utterance according to their denotative meaning. "Should" softens the meaning of the verb 'must', which has a greater illocutionary force. Therefore, "must" is used between speakers at the same level of power, in some indefinite utterances or in the commissives when the speaker commits himself to doing something.

(13) *This matter **should** be considered to be of high priority.*

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<sup>2</sup> The examples provided here are taken from real-life situations, and therefore contain occasional mistakes, which have been corrected in brackets.



(14) *Clearly, we **must** avoid any further reoccurrence of this.*

(15) *You **should** follow the WMM instructions for the completion of the Incinerator Log Book.*

The use of imperative in the corpus is quite common, but opposite to expectations, the imperative used here does not have the expected illocutionary force, rather it is quite neutral, serving as a rule for giving instructions, like in (16) and (17). It seems that the speakers do not perceive this usage of the imperative to be too direct or abrupt, and therefore, see no need to downgrade it. Accordingly, the imperative verbs are not modified when referring to instructions for operation.

(16) ***Check** for satisfactory operation of the purifier*

(17) ***Confirm** changes to your fire/emergency plan direct to your fleets, copied to myself.*

Passive is another structural tool for mitigating the illocutionary force. It is used instead of the imperative, to soften the order or request, or to avoid a direct labelling of the interlocutor, as in (19). Example (18), besides passive voice as a downgrader, also uses lexical means, an inanimate subject, to soften the request, as it is clear that the request is directed towards the masters.

(18) *All vessels **are requested** to open up the inspection doors/covers on their own unit.*

(19) *It is difficult for us here in the office to go back and recode items when we discover they **are wrongly coded** so it is best if it is correctly coded in the first place.*

### 3.3 Sentence structure

The conditional is used mainly for two purposes: 1. as a mitigator of the illocutionary force, as in (20) and (21) and 2. politeness as in (22). This is also a frequent tool for making hedges in writing, as well as for downgrading the force of the utterance.

(20) *Grateful **if you would advise** findings before UK 17.00 please.*

(21) ***If it would be possible**, could you put the figures onto a vsl headed sheet stating what bunkers were consumed with the vsl stamp and your signature.*

(22) *He can suspend the operation immediately **if he finds it necessary**.*

Another structural characteristic of the corpus is a large number of elliptical sentences. These occur between the speakers at the same level of power or speakers who feel closer to one another, as in (23), (24) and (25). The speakers are relaxed, they do not find it necessary to be grammatically correct and these sentences are time-saving, still passing the message across.

(23) *Presume no c/e disembarking.*

(24) *Reverting soon with off signers details.*

(25) *Awaiting your further comments.*

Example (26) is specific as it was sent by the Chief Engineer to his Superintendent, i.e. from an inferior position to a superior one. It is not usual for a person inferior in rank to send such a message without any downgraders of illocutionary force or hedges, therefore, this exception may

be attributed to some other factors (e.g. saving time, long-term good relationship with the superintendent, cultural norms, etc.).

(26) *Affirmative, send two fitters on board.*

Interrogative sentences are rarely used, but when they are used, they often upgrade the illocutionary force of the speech act, having the power of the imperative as in (27) or serving as indirect suggestions (28). Example (29) seems like a statement, but the punctuation mark in the end provides an additional meaning, replacing intonation from the speech, thus requiring an answer on the part of the interlocutor. In the last example (30), the interrogative structure further emphasizes the responsibility of the interlocutor. A direct question is rare in written communication, therefore, in this particular case this structure intensifies the illocutionary force.

(27) *Is this a possible factor, and has it been checked?*

(28) *Are there any outstanding jobs in the tanks that can be undertaken at this time?*

(29) *I mainly mention this to clarify that you are able to locate the controlled document in the SMS?*

(30) *How can this be possible?*

### 3.4 Salutation as indicator of illocutionary force

Another important aspect of written communication is the salutation. There are several introductory sentences in which the e-mails in the corpus are opened, depending on the purpose of the mail, the interlocutor and the tone of the mail. This particular part of the mail sets the tone, defines the distance between the sender and the receiver and indicates the affective tone of the message. The most frequent salutation in the corpus is “Good day”, regardless of the sender’s nationality. This sets a relaxed friendly tone of the message, accompanying e-mails concerning everyday situations, new insights or information, gathering information, etc. It may be followed by the title (e.g. “Good day Captain”) or the name of the receiver (e.g. “Good day Jeffrey”). The second most frequent salutation is “Attention”, which is a bit more formal and sets a more serious tone of the message, thus putting a distance between the sender and the receiver. The salutation “Dear” is not as frequent, however, it is quite neutral and formal, indicating strictly business-like content. The salutations “Hello” and “Gents” can also be found, although not as frequently, indicating a friendly tone and a close relationship between the sender and the receiver. Another possible salutation is just by using the name of the receiver, which is an indication of the close relationship between the participants.

## 4. Conclusion

It can be concluded that written communication in marine engineering uses structural indicators to consciously amplify or mitigate the illocutionary force of an utterance. In that respect, some structural indicators, such as the present tense, besides its basic meaning, assumes an additional dimension, while other indicators, such as lexical indicators, contribute to the force of the utterance with their meaning. The paper provides a new perspective of the speech acts in a very specific context of on board communication, whereby the understanding of these linguistic mechanisms would greatly contribute to the interlocutors and the overall efficiency of their communication in a specific multinational environment. Furthermore, this sheds a light on some everyday aspects of speech acts thus contributing to the overall understanding of speech acts.

In that sense, it would be interesting to study the orientation of the speech act, i.e. whether it is directed towards the speaker, the listener, or neutral, and the relation of this speech act orientation with the illocutionary force indicators.

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## Enhancing the Adoption of Innovative Teaching Practices – The Role of Student Performance Evaluation

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### *Abstract*

The issue of improving the provided educational project spurs the research interest of scholars of education internationally. The search for innovative teaching practices that will enhance the educational process and respond better to the modern educational needs of the student population is intensifying. The evaluation of the student, as a process inseparable from daily teaching practice, is another piece that needs to be modernized to function properly pedagogical and contributes to improving teaching and support the adoption of innovative teaching practices. Research findings show that the way that students today are evaluated is not in line with the adoption of innovative teaching practices, does not serve educational purposes and as a final step of controlling the effectiveness of teaching practices, is not used in a way to maintain, modify, correct or to take supportive measures in order to improve the teaching process and make educational work more efficient. The use of a combination of assessment methods and descriptive assessment as a means of capturing the assessment results in the adoption of innovative teaching practices, is consistent with the prospect of modernizing the educational process. With this problematic, a survey was conducted using a structured questionnaire, which constituted the research tool, in active primary education teachers in the province of Arta, in order to investigate the way in which student assessment is carried out and whether it is used to obtain supportive or remedial instruction and pedagogical measures by teachers. The main findings of the research, which corroborate those of the corresponding studies, are the use of traditional assessment techniques, the limited provision of feedback to students and the limited degree of adaptation of teaching practices based on assessment of student performance. There is a need to modernize student assessment tools, as the use of outdated assessment practices is inconsistent with the adoption of innovative teaching practices and acts as an obstacle to upgrading the quality of educational work.

**Keywords:** evaluation of student performance, evaluation methods, descriptive evaluation, innovative teaching practices, quality of educational work.

### 1. Introduction

The assessment process is the last stage of any organized and systematic activity. Specifically in education, assessment plays an important role and in general aims to monitor the functioning and efficiency of the education system and its improvement, and in particular to monitor students' progress and evaluate the appropriateness and effectiveness of teaching practices (Kassotakis, 1989: 22; Doliopoulou & Gourgiotou, 2008: 15). Current research on

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assessment shows that the design of assessment tasks affects students' learning in a variety of ways. In particular, it sends messages about what it considers to be important knowledge, impacts on students' approach to learning, and gives students feedback on their level of learning. More importantly it sends a strong message to students about what counts as knowledge in a particular learning environment. However, during their undergraduate studies, students are likely to encounter different types of assessment designed by different teachers, each of whom may have a different assessment orientation.

Specifically, assessment of school performance is a critical issue that captures the interest of all stakeholders, directly or indirectly involved in the educational process, and highlights the importance of research in pedagogical science, as it is one of the key factors associated with controlling its effectiveness and the quality of the educational work provided (Athanasίου, 2003; Dimitropoulos, 2003; Kassotakis, 2010; Kapsalis, 2008; Konstantinou, 2007; Konstantinou & Konstantinou, 2017; Doliopoulou & Gourgiotou, 2008; Rekalidou, 2011; Slavin, 2007). A conceptual delineation of "performance" adopted for the purposes of the present work defines it as *"a continuous and systematic process that avoids classifying and dividing students into weak, average and good and focuses on the diagnosis of teaching needs and students' problems in encouraging, aiding and abetting them"* (Chaniotakis, 2010: 274). Evaluation based on the rationale of control and the mere verification of the degree to which the learning objectives are achieved does not contribute to students' learning progress; on the contrary, it can be detrimental. Rigorously checking students' cognitive level and classifying them according to their performance is considered outdated as a practice. To make such a shift in the perception and application of student performance assessment, it is necessary to make structural changes to the way in which student assessment is perceived as meaningful, rational and practical.

Nowadays as part of an extensive scientific debate taking place at the international level, the emphasis in the evaluation of students performance shifting from restrict performance measurement to promote learning for all students, especially those classified as weak. Assessment of student performance should support the student's knowledge acquisition process, identify weaknesses and deficiencies in order for the learner to become self-aware, correct their mistakes and improve their weaknesses and lead them to progress. This orientation to assessment is consistent with a view that has been gaining ground in recent years, the concept of assessment as learning, where the outcome of learning is seen as complex and is defined in terms of quality of understanding or degree of expertise (Sadler, 1989). Assessment is considered to be an integral part of teaching and learning, and the focus is on student involvement and authentic, meaningful assessment, leading to the development of a variety of assessment forms (Falchikov, 2005). This view is consistent with a competence-based curriculum which emphasizes competence and capability rather than recollection of factual knowledge (Carraccio et al., 2002).

According to Black and William, learning assessment is one of the most effective ways to improve student performance (1998 in the Assessment Reform Group, 2001: 100). Evaluation for learning is based on a number of principles (Broadfoot, Daugherty, Gardner, Harlen, James & Stobart, 2002; Assessment Reform Group, 2001: 101):

- (1) It is part of an effective planning of teaching and learning;
- (2) It focuses on how students learn;
- (3) It constitutes an integral part of the teaching process;
- (4) It constitutes an important professional skill;
- (5) It brings about an emotional impact;
- (6) It affects the student's performance;
- (7) It promotes commitment to learning goals and assessment criteria;

- (8) It helps students learn how to improve;
- (9) It encourages self-evaluation;
- (10) It recognizes all achievements.

In other words, assessment for learning is considered as in any case aimed at promoting students' learning. Any evaluation activity that provides feedback to teachers and students to improve their efficiency contributes to the promotion of learning. Thus, it is understood that the dynamic benefits of assessment undoubtedly lead to improved learning and therefore it is necessary to provide support to teacher-evaluators in carrying out and utilizing student performance evaluation as an integral part of teaching and learning, in ways that are solely aimed at improving students' performance, their overall personality development and their learning status (Brown, 2004-5: 81; Assessment Reform Group, 2001: 2).

### 1.1 *The role of feedback in the evaluation process*

One of the most important functions of student assessment is feedback. Feedback, according to researchers, has a significant impact on student learning (Hattie & Timperley, 2007; Sadler, 1989; Shute, 2008) and provides useful information on the effectiveness of teaching practices (Sadler, 1989).

According to Ramaprasad (1983), "*feedback is information about the gap between the actual plane and the reference plane of a system parameter, which are used to modify the gap in some way*" (1983: 4). That is to say, feedback is a set of information that "attributes or describes the distance between the student's level of learning at the present time and the level of learning where it is intended to reach" (Rekalidou, 2011: 123). This position is shared by Shute (2008: 154), which states that "*feedback is information provided to the student intended to modify his or her thinking or behavior in order to improve learning*". It even uses the term "feedback form" to indicate the close relationship of feedback with the formative evaluation.

Without feedback there can be no redesign of the educational practice, as reflection makes decisions to change and adapt the teaching practices applied (Rekalidou, 2011: 82). In particular, formative assessment, according to Bloom, aims to provide feedback in order to identify any errors or omissions at each stage of the teaching-learning process and to correct them in a timely manner to achieve the desired teaching and learning objectives (1969: 48). Effective feedback aims to increase students "*knowledge, nurture their skills and abilities*" (Shute, 2008) while nurturing motivation, reinforcing the will, maximizing interest in learning and students' self-awareness and self-perception skills (Heritage, 2007). At the same time, it informs the teacher of the strengths and weaknesses in the planning and organization of the syllabus and the choice of teaching methods, the degree of success of the predetermined learning objectives, provides information on the course and results of a teaching activity to highlight the need to adjust or adjust it in order to increase its chances of improvement and effectiveness (Kapsalis & Chaniotakis, 2015: 29; Athanasiou, 2003: 17; Shadler, 1989). Dimitropoulos, excluding importance of feedback, notes (1991: 17): "The functioning of the evaluation would not exist if the feedback function did not follow, which aims to provide information to facilitate or regulate the functioning of the corrective mechanisms, that is to say measures to ensure right course".

The assumption underpinning formative assessment is that it has a positive impact on student learning, a view which is supported by research findings. For instance, Black and William (1998) conclude that formative assessment which gives students supportive feedback does indeed improve their learning. More recently, Carrillo-de-la-Peña et al. (2009) showed that students who took part in formative assessment achieved higher marks in the final assessment than students who did not participate. The study involved students from different branches of the health sciences

and the formative assessments were mid-term tests. Interestingly, it seemed that taking part in the formative assessment was more important than being successful, which supports the importance of the role of feedback in formative assessment (Carrillo-de-la-Peña et al., 2009). Hattie and Jaeger (1998) argue for a model where assessment is an integral part of the teaching and learning process, and where feedback has a key role in enhancing students' achievements.

### *1.2 Research findings – How assessment process is carried out today*

Despite the stated theoretical pedagogical goal that should govern it, assessment today is still carried out in the same way by teachers, as years ago, assessment of student performance still retains the same anachronistic features and is clearly a process separated from teaching (Konstantinou, 2007; Konstantinou & Konstantinou, 2017; Rekalidou, 2011; Rellos, 2003). Recent research findings show that the assessment methods in Primary Education, and in primary school in particular, is conducted using traditional methods and the results of the assessment are imprinted through numerical scores (Mavromatis, Zouganeli, Friedas & Louka, 2008: 25-247; Manolakos, 2012: 101, 104; Mavrommati, 196: 261; Grosdos, 2015: 50; Chaniotakis, 2010: 275). One factor that hampers the effective achievement of the purpose of the evaluation is the lack of teacher training regarding the new theoretical proposals and the progress of educational research on the issue of assessment of student performance in order to consolidate the value of the evaluation and its contribution to learning. Consequently, assessment follows anachronistic practices, inconsistent with new innovative pedagogical practices that promote learning and focus on students' particular needs, as if it belongs to another age. Therefore, students develop anxiety and fear as they undergo a process that controls them, without helping them, or providing them with feedback and prospects for improvement. Effective implementation of innovative teaching practices is thus affected, as at the end of the process the student again follows traditional assessment methods that are not compatible with the promotion of learning.

## **2. Method**

As stated above, the way the assessment is carried out affects student learning and how they perceive it and are trying to reach. The feedback provided catalytic effect on effective teaching and learning. Also, we saw that the perceptions of teachers significantly influence the practical application evaluative processes in the classroom (Brown, Harris, O'Quinn, & Lane, 2011; Gamlem, 2015). Therefore, it is advisable to investigate teachers perceptions regarding feedback its purpose, frequency, effectiveness, the way its provided and this issue concerns this study.

From a brief literature review, it has been noted that research on the issue is limited. The purpose of the present study is to investigate teachers' perceptions of the purpose of evaluation and its feedback function and to explore the use of these results for teachers to take remedial-corrective teaching and pedagogical measures to improve the provided education.

The present research belongs to the category of quantitative (descriptive / sampling) research. The study population was primary school teachers who work in the Arta Public Primary Schools in Epirus region in Greece and teach in the last two of the six grades of Primary School and the research sample was 72 teachers. The research conducted in the spring during the 2018-2019 academic year.

The structured questionnaire was selected as a research tool, as it is a very useful tool for reviewing the collection of quantitative and qualitative data in a very short time and targeting a large number of subjects (Cohen et al., 2008). For the purposes of this study, a questionnaire was designed and written, which included closed-ended questions. The questionnaire was divided into three parts and included a total of 24 questions that could be answered with either a single answer or multiple-choice questions with a possible answer rating,



where the Likert scale was used. More specifically, the first included a letter informing the teachers of the purpose of the research and the necessity to participate in it, the second included demographic questions (5 questions on regarding gender, years of service in education, basic studies, additional studies and training) and the third included closed-ended questions in which participants were asked to answer according to their degree of agreement or disagreement through a five-point Likert scale (19 questions overall). The level of statistical significance was set at  $p < 0.05$ . Statistical analysis of the survey data was performed using SPSS statistical software version 22.0.

### 3. Results

In order to investigate teachers' views on the feedback function of assessment and to determine whether they are taking corrective reinforcement measures to improve their teaching through it, as said above, specific questions were asked to teachers. The research questions with the greatest research interest are presented below:

Question 1: The purpose of student assessment is to determine the degree to which the teaching and pedagogical objectives have been achieved at the beginning of the teaching process.

To the first question about the purpose of the assessment process, a large part of the sample replied that the purpose of assessment is to determine the degree to which the teaching and pedagogical objectives that have been set at the beginning of the teaching process have been achieved. Specifically, 58.3% of the sample stated "agree" and 16.7% "strongly disagree" (cumulative 75%).

Table 1. The purpose of student assessment is to evaluate the degree of achievement of learning objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	1.4	1.4	1.4
	Neutral	17	23.6	23.6	25
	Agree	42	58.3	58.3	83.3
	Strongly Agree	12	16.7	16.7	100.0
Total		72	100.0		

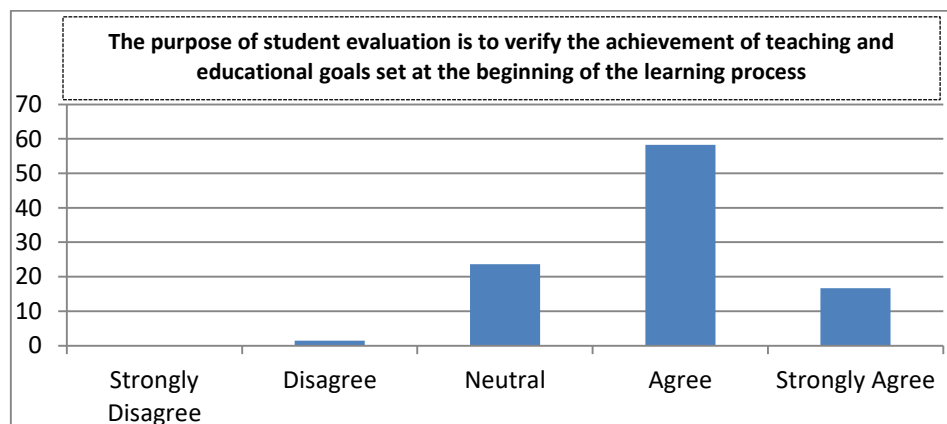


Figure 1. The purpose of student assessment is to evaluate the degree of achievement of learning objectives

Question 2: The purpose of student assessment is to determine the level of students' knowledge, abilities and competences or possible students' deficiencies and weaknesses.

From the answers given to the second question, it appears that more than half “agree” (51.4%) and “strongly agree” (26.4%) that student assessment is targeted at a very high level to identify the extent to which the teaching and pedagogical goals have been achieved. There was no response to support the assertion that the students' assessment does not have this purpose as mentioned in the previous question.

Table 2. The purpose of student assessment is to ascertain their level of knowledge, competences and skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	2	2.8	2.8	2.8
	Neutral	19	26.4	26.4	29.2
	Agree	37	51.4	51.4	80.6
	Strongly Agree	14	19.4	19.4	100.0
Total		72	100.0		

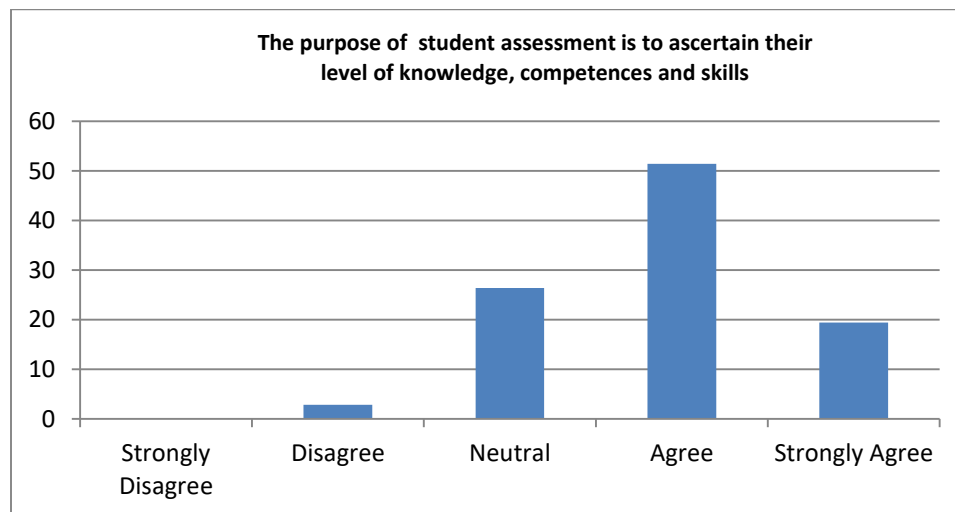


Figure 2. The purpose of student assessment is to ascertain their level of knowledge, competences and skills

Question 3: The purpose of student assessment is to continually improve teaching and enhance student learning.

Regarding the third question, the teachers in the sample responded that they “agree” (23.6%) and “strongly agree” (37.5%) that the purpose of student assessment is to continually improve teaching and enhance students' learning from. A small portion of the sample stated that “strongly disagree” (5.6%) or “disagree” (12.5%) with the view that the assessment was not aimed in enhancing student learning (cumulative 18.1%).

Table 3. The purpose of student assessment is to continually improve the education provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	5.6	5.6	5.6
	Disagree	9	12.5	12.5	18.1
	Neutral	15	20.8	20.8	38.9
	Agree	17	23.6	23.6	62.5
	Strongly Agree	27	37.5	37.5	100.0
Total		72	100.0		

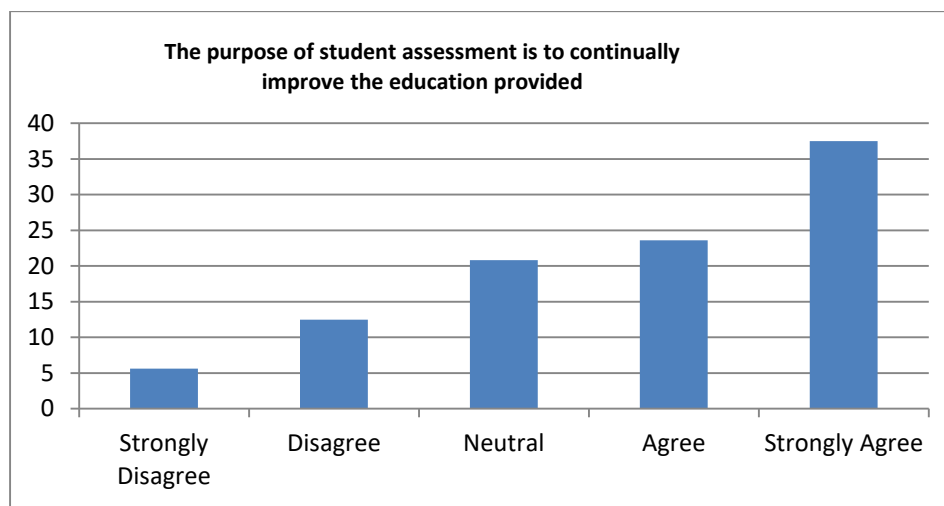


Figure 3. The purpose of student assessment is to continually improve the education provided

## Question 4: Feedback enhances students' motivation for learning

Asked about the relationship between feedback and learning motivation, sample teachers noted that feedback reinforces “agree” (25.0%) and “strongly agree” (40.3%) students' motivations for learning (cumulative 65.3%), while none of them responded that feedback was not related to learning motivation.

Table 4. Feedback enhances students' motivation to learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	8	11.1	11.1	11.1
	Neutral	18	25.0	25.0	36.1
	Agree	29	40.3	40.3	76.4
	Strongly Agree	17	23.6	23.6	100.0
Total		72	100.0		

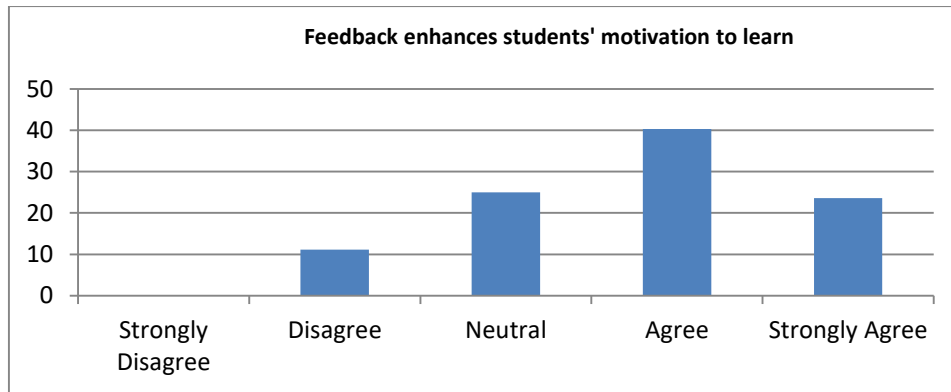


Figure 4. Feedback enhances students' motivation to learn

Question 5: Through feedback, teachers evaluate and adjust their teaching methods.

The responses of the teachers who participated in the survey regarding the degree, to which their teaching methods are adjusted through the feedback they receive from the learning outcomes, were range from “Neutral” (29.2%) and “Disagree” (23.6%). The majority of the sample (52.8% cumulative) said that it was more or less attempting to adjust its teaching practices through the stimuli and information it received from feedback during the evaluation process.

Table 5. Through feedback teachers evaluate and adjust their teaching methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	9.7	9.7	9.7
	Disagree	17	23.6	23.6	33.3
	Neutral	21	29.2	29.2	62.5
	Agree	15	20.8	20.8	83.3
	Strongly Agree	12	16.7	16.7	100.0
Total		72	72	100.0	

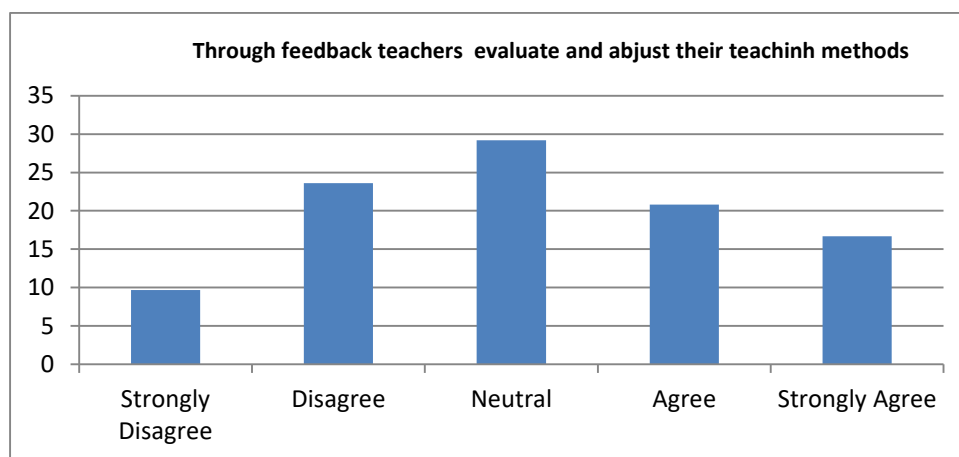


Figure 5. Through feedback teachers evaluate and adjust their teaching methods

Question 6: Through feedback, teachers evaluate the quality of their teaching.

Responding to a question over the degree that the quality of teaching provided is indirectly assessed through the level of students' learning outcomes, teachers stated that they "disagree" (25.0%) or remain "neutral" (29.2%) over this view. Almost half of the teachers in the sample (54.2% cumulatively) stated that they receive partial feedback on the quality of their teaching.

Table 6. Through feedback, teachers assess the quality of their teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	22.2	22.2	22.2
	Disagree	18	25.0	25.0	47.2
	Neutral	21	29.2	29.2	76.4
	Agree	10	13.9	13.9	90.3
	Strongly Agree	7	9.7	9.7	100.0
Total		72	100.0		

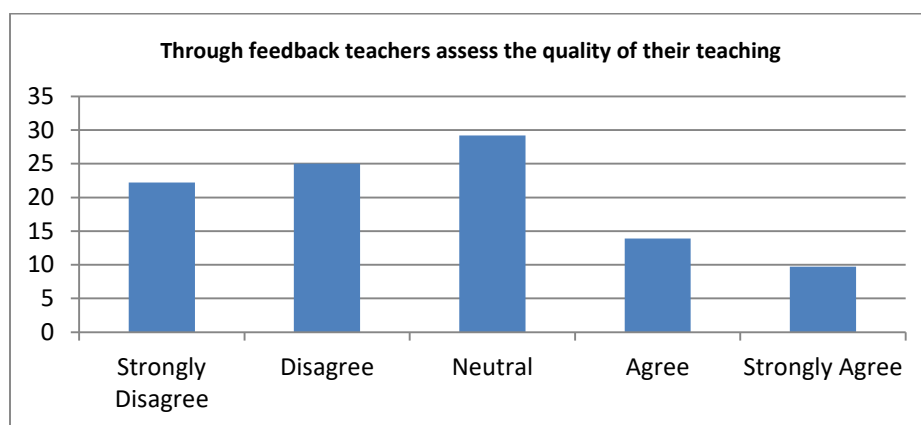


Figure 6. Through feedback, teachers assess the quality of their teaching

Question 7: Adaptation of teaching methods improves student performance and learning outcomes.

In a question over the extent to which learning outcomes are improved in relation with curriculum adaptation, teachers "agree" and "strongly agree" that students have made progress and improved their school performance since the curriculum adaptation.

Table 7. Adaptation of teaching methods improves student performance and learning outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.4	1.4	1.4
	Disagree	6	8.3	8.3	9.7
	Neutral	17	23.6	23.6	33.3
	Agree	26	36.1	36.1	69.4
	Strongly Agree	22	30.6	30.6	100.0
Total		72	100.0		

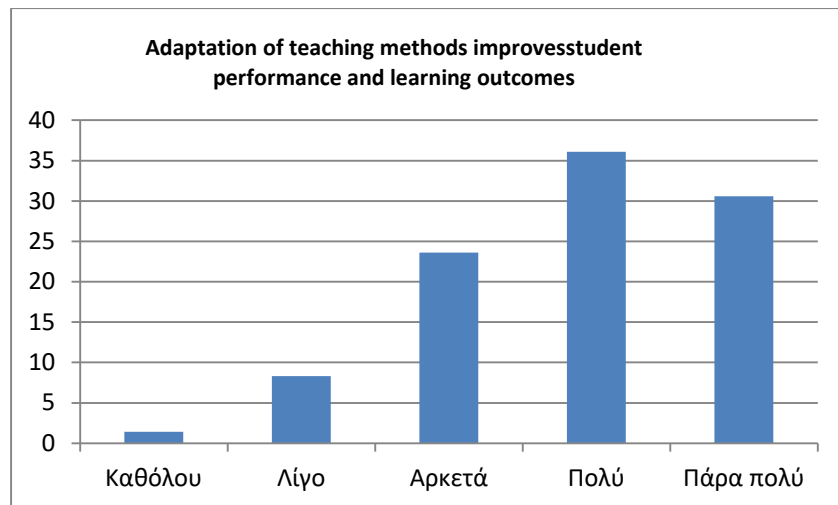


Figure 7. Adaptation of teaching methods improves student performance and learning outcomes

#### 4. Discussion

Common findings in the majority of similar researches is that teachers consider that student assessment mainly aims to promote learning, providing feedback to students, to enhance their self-esteem, to evaluate the quality of teaching, and take measures for improvement in order to contribute to enhance student learning, improve learning outcomes and accountability of schools. This finding is also confirmed by the present study, where the sample “agreed” (23.6%) and “strongly agreed” (37.5%) that the purpose of student assessment is to continually improve the education provided and with the point that feedback enhances students’ motivation to learn (“agreed” 23.6% and “strongly agreed” 37.5% respectively).

As has been made clear from previous theoretical documentation, feedback, which is the last step in systematically applying the evaluation process, is its ultimate and ultimate goal (Black & William, 1998; Hattie & Timperley, 2007; Shute, 2008; Konstantinou & Konstantinou, 2017; Rakalidou, 2011). However, despite its important role, few researches have been identified on its purpose and function. One of the studies indirectly mentioned in feedback was conducted by Mavrommatis (1995), who found out that many teachers provided feedback to students in order to improve their performance. The majority of teachers stated that through the assessment process they control the degree of achievement of learning objectives, they plan, adopt and implement the necessary corrective measures to improve them and even motivate students to improve their learning status (Mavrommatis, 1995: 262). Similar findings in the Irving research, Harris & Peterson (2011), where teachers recognized as key purpose of feedback to improve student learning, compliance of students, encourage students for further work and updating of students and parents over their school progress (Irving, Harris & Peterson, 2011: 17). Teachers who participated in this survey reported that providing feedback to students encouraging them to engage in learning (2011). The same finding emerged from the present study in which teachers have responded that they “agree” (23.6%) and “strongly agree” (37.5%) with the view that the purpose of student assessment is to continually improve teaching and enhance student learning.

In Mavromati, Zouganeli, Frida and Luke’s (2008), study, teachers in the sample stated that they use the results of the assessment process to formulate and tailor the teaching to 91% to have a discussion with their students on 79% and to inform parents 81% (2008: 262). Similar are the findings in Manolako’s (2012) survey, where 42% of the teachers who participate stated that they utilize the evaluation results to shape accordingly their teaching, 54% to hold

substantive discussions with their students, while 64% to rank students in grades for the quarter and 6% to inform parents about the progress of their children (Manolakos, 2012: 106). On the contrary, teachers in the preset study do not state to a large extent how they adapt their teaching methods to the degree of their students' success ("neutral" 29.2% and "disagree" 23.6%).

It should be noted that the empirical data presented reasonably show differences. However, these data do help to reflect the current educational reality in assessing student performance. Mainly research findings confirm the theoretical justification presenting that the effective functioning of the feedback is directly related to the assessment of the quality and effectiveness of the provided educational work and taking appropriate corrective action to improve. However, teachers appear to be reluctant to use the assessment process for adaptation and their own teaching practice, which is widely prominent in the present research, although they theoretically accept and acknowledge the importance and purpose of feedback.

## 5. Conclusions

In the present study through the brief research, the results highlight the theoretical training of teachers on the pedagogical function of the evaluation and the role of feedback in the learning process, but also reveal the inability of teachers to access traditional teaching and assessment methods (Mavrommati, 1996; Segers & Tillema, 2011; Irving, Harris & Peterson, 2011). However, the educator, while embodying an important role in the effective implementation of evaluation, does not only need to know the evaluation strategies but possess the ability to use them as a feedback tool (Rekalidou, 2011: 44).

In consequence, undermining the educational function of the evaluation and assessment fails to provide valuable information material both students and teachers will use to be able to correct any mistakes and weaknesses. Thus, evaluation acquires control function and is limited to the classification and ranking of students by creating intense competition in the classroom and giving assessment a non-learning character. The pedagogical function of assessment which focuses on the student and especially on the student as an individual and on learning is undermined.

To summarize, teachers consider that student assessment serves primarily pedagogical purposes to enhance and support teaching and learning processes. They perceive feedback as part of the assessment process and believe it performs important functions in effective teaching and learning. They recognize its significant effects on motivation for learning and effective teaching. However, they themselves do not exploit the stimuli given to them through the feedback function of assessment to adjust their teaching practices, evaluate their teaching quality, and take reinforcing or remedial measures to improve learning outcomes. Therefore, through their evaluation of student performance they do not value their own teaching efforts, moreover, that student performance is "not the student's sole concern" (Athanasίου, 2003: 42), as it is influenced by both intrinsic and extrinsic ones, such as the teacher's teaching method or the amount of syllabus (Athanasίου, 2003: 42-43). It is worth noting that from his part student from the way the assessment carried out forms a mental idea which leaves a mental imprint on their way of perception of knowledge and learning and how they can foster learning. It is clear that the assessment and formulation of assessment judgments should concern all those involved in the learning process (students, teachers, parents, community etc.).

It is necessary to establish training programs which will provide theoretical and practical training to prospective and practicing teachers on the use and application of alternative techniques for the evaluation of student performance, but generally the student's assessment.

The combination of alternative and traditional techniques of student performance evaluation contributes to maintaining the educational climate of the classroom. Students

collaborate in a spirit of solidarity and are supported and supported by each other in order to gain knowledge and learn more effectively.

Like any research, so is the present one, it is subject to certain limitations and limitations, such as sample size, time to research, limitation of question questions (Bell, 1997: 106), inability to sample from semi-rural or rural areas, etc. Taking into account the research findings and the resulting conclusions, it is suggested to investigate the issue further, using different research approaches or research tools in order to be able to compare results. It is suggested to establish a permanent and systematic training program for teachers that will provide the necessary theoretical and empirical knowledge regarding the techniques, instruments, functions and purposes of assessment and inform at the same time for the findings and trends of modern educational research. The most frequent use of formative assessment, which provides feedback and the ability to make corrections at every stage of the teaching and learning process (Bloom, 1969; Black & William, 1998). The formative assessment contributes to the student's perception of the vacuum between the desired goal and its current status. Feedback creatively contributes to the coordination of the student's efforts to achieve the learning goals and contributes to the development of the student's self-perception and ability to learn autonomously (Rellos, 2003). At the same time, the teacher himself, by the results of his students' performance, has the opportunity to reflect and improve his teaching and to manage pedagogically and didactically the individual needs of his students (Konstantinou & Konstantinou, 2017; Doliopoulou & Gourgiotou, 2008). In addition, the combination of arithmetic and descriptive assessment minimizes or eliminates the pressure for high performance enhances students' self-perception as descriptive assessment analyzes each student's individual learning path and identifies opportunities, weaknesses and deficiencies to overcome in order to improvement of his/her learning situation with the appropriate pedagogical and didactic guidance (Konstantinou, 2017: 281-283).

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## Personality of Social Worker

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### *Abstract*

This article provides insight into the performance of social work by social workers. The article briefly describes the concepts of social work, social worker, and personality. Social work is a profession that promotes the healthy development of human ties and the right social changes in society, leading to greater prosperity and solidarity. Through social work, therefore, professionals are social workers who are to act on certain positive factors related to an individual, group or community. In the theoretical paper we examine the specifics of the performance of professional social work by social workers. We can say that social work is important in this millennium because it focuses on relations between subjects and their surroundings.

**Keywords:** social worker, social work, client, help.

### 1. Introduction

The aim of the paper is to characterize the competences and personality of the social worker, which are enshrined in the Code of Ethics of the social worker. At the same time, it is the first, basic and most important element in his own profession. Through the paper, we will discuss the common characteristics of what a graduate social worker as a personality should meet. A period of changes, reforms, socialization and interconnection of countries has led to high demands on social workers today. It is very important nowadays to discuss theoretical and practical questions, goals and issues from various humanitarian areas of the social sciences. Talk and write about their interconnection, determination and collaboration of scientific disciplines, such as management, economics, etc. The principles of social justice, human rights, collective responsibility and respect for differences between people are at the heart of social work. Social work is suitable for people with empathy.

### 2. Social work

Social work is a profession that promotes the healthy development of human ties and the right social changes in society, leading to greater prosperity and solidarity. Through social work, therefore, professionals are social workers who are to act on certain positive factors related to an individual, group or community. Social work finds its theoretical and methodological foundations in the field of social sciences and humanities.

The aim of social work is to improve the living conditions of people in unfavorable social structures through theories of social work and other humanities, social sciences. Social work is essential to promote the quality of life in accordance with universal human rights (Balvín & Prokaiová, 2013).

Therefore, we can say that social work is focused on relations between subjects and their surroundings. Social work has a long and proud history of engagement and struggle for social justice, solidarity and a common social well-being.

Pursuant to Act No. 219/2014 Z.z. on social work and on the conditions for carrying out certain professional activities in the field of social affairs and family and on amendments to certain acts<sup>1</sup> (hereinafter referred to as the “Social Work Act”), it is stipulated that social work is defined as:

“Professional activity performed social worker or social work assistant for the purpose stipulated by a special regulation. A professional activity is a set of work activities for which the knowledge and skills acquired by completing a university degree in a social work field of study are necessary.”

Social work as a scientific discipline is focused on relations between subjects and their environment. Its purpose is to explore and convey human beings to be able to develop fully. We can say that it ultimately seeks to make positive changes to an individual, group, or community. Social work is a professional activity that seeks to promote the healthy development of human ties and social changes that lead to prosperity not only of the individual but also of the society in which it is located and manifested (Tokárová et al., 2009).

Slovak authors Botek, Žáková and Bánovičová (2017: 7) define social work:

“As a practice-based profession and a scientific discipline that promotes social change and development, social cohesion, strengthens people's rights and freedom. It is based on the principles of social justice, human rights, collective responsibility and respect for differences. Supported by theories of social work, social sciences, humanities and traditional knowledge, social work engages people and structures in addressing life challenges and enhances social well-being.”

The International Federation of Social Workers (2014), through the General Assembly of IFSW and IASSW, approved a global definition of the profession in social work. They stated that social work is a practice-based profession, but it is also an academic discipline that promotes social change, development, social cohesion and the liberation of people from their life situations of crisis. They also stressed that the principles of social justice, human rights, collective responsibility and respect for diversity are key to social work. Promoting social and human sciences and original knowledge is important for the development of social work. Furthermore, the involvement of professionals, professionals, but also lay people in a structure that can solve various life challenges to improve the well-being of the country. Finally, the International Federation states that each country can expand or adapt the definition of social work at national or regional level.

We can state that nowadays social work does not only take place in a small office, but it is increasingly common to do fieldwork, monitor, visit clients at home, cooperate and visit other cooperating institutions.

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<sup>1</sup> Act No. 219/2014 Z.z. on social work and on the conditions for the performance of certain professional activities in the field of social affairs and the family and on amendments and supplements to certain acts of § 2, paragraph 1.

### 3. Personal and qualification assumptions of the social worker

A social worker works with people who face many social problems and difficulties in their daily lives and help them find solutions to their situations. The work of social workers is broken down by age and type of social problem.

According to the Social Work Act,<sup>2</sup> “social worker and social work assistant apply approaches corresponding to the aim of social work performed and the knowledge of social work department using professional methods of work depending on the focus of social work. Social work shall be a social worker and social work assistant in conjunction with other professional activities in the fields of psychology, law, medicine, education, sociology and other fields.”

In order to perform the role of a professional social worker, one has to fulfill certain personality requirements. Everyone cannot do social work because one is unique and versatile. As in other professions, in social work, a social worker must meet certain specifications, such as: empathy, values, abilities, endurance, coherence, etc. Of course, the social worker is growing through long-term education and the practice of social work. We can state that education is an important tool for a social worker to perform efficiently at work (Morongová, 2017).

A social worker is a trained expert to identify the proper functioning and problems of society, community, and human behavior. Promoting equality and distributing justice are key core values for a prosperous society.

“The professional competences of a social worker can be defined as the ability to meet the demands that are placed on the social work profession. However, social work as a helping profession is characterized by the fact that not only the qualifications but also the personality prerequisites of a social worker, which together create professional competencies, are important factors for its effectiveness. In social work, the whole personality of a worker with all the important subsystems such as, e.g. cognition, temperament, character, motivation, will or self-perception, while knowledge, abilities, skills and values appear to be primary.” (Hudecová, 2010: 13)

A social worker is a professional who, through his own professional activities, helps different groups of people. It focuses, e.g., for work with children and young people, persons with severe disabilities, elderly, in material need, inadapted, executed or released from imprisonment, etc. When working with a client, the social worker uses and uses various types of methods and techniques. His work is distinguished from the type of service provided, the type of social security organization and the system area in which he performs his work. These can be areas such as social care, economy, healthcare, volunteering or education (Botek, Žáková & Bánovičová, 2017).

The main role of a social worker is to support and assist individuals, groups of people or the community in various social problems through methods and techniques. The scope of tasks and competencies in working with clients also depends on the area in which the social worker performs social work (Hudecová, Jusko, Vavrinčíková, Wallin Weihe, Gregorová & Papšo, 2010).

He is an expert who initiates useful and timely measures and therefore must, as an expert, offer comprehensive and competent assistance in difficult life situations. They are people in special life situations in which they cannot help themselves. As a professional and expert in the field, a social worker advises and helps clients to solve their social conflicts or difficulties and find their way back to normal everyday human life.

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<sup>2</sup> Act No. 219/2014 Z.z. on social work and on the conditions for the performance of certain professional activities in the field of social affairs and the family and on amendments and supplements to certain acts of § 2 paragraph 3.

The activity of a social worker is not just support, care, help and advice with clients. As part of its work, it carries out organizational, administrative and planning tasks. His basic role in working with clients is evidence, or documentation of individual cases. Through other institutions, they cooperate with other experts and address the social situation of people in difficulty. We can mention that in some social cases social workers act as mediators (Špáníková, 2017).

Social workers work in very diverse institutions; a social services center, a center for children and families, self-governing institutions, etc. We can state and summarize that a social worker supports people of all ages in shaping their own lives and social participation in a country. They may be employees of the state in local authorities and institutions, but they may also belong to the private or third sector.

Author Terlandayová (2007) stated that a social worker as a person should have a good perception and intuition in dealing with social situations and conflicts between people, etc. Of course, in the context of social work, a social worker develops and acquires practice in practice.

Before being called to do social work, one must have a comprehensive education. In our opinion, education must accompany a person during and during his development in psychosomatic and all phases of his life. In all his personal and professional circumstances, which should enable him to live a valuable and authentic existence. Education must accompany a person throughout his or her existence. Each state should endeavor to implement systems for its citizens that allow continuous education and open capacities of subjects that prepare citizens to face the different life situations that may arise every day (Brutovská, 2017).

A social worker cannot rely on the initial accumulated knowledge during high school or college. This built-in knowledge will not be long enough for him to work with the client, because as an executive he must constantly update his knowledge. Education must accompany him throughout his work (Schavel, 2012).

Work hazards are protected by team troubleshooting. Supervision is one of the methods of professional support and learning with an external expert who has a good knowledge of a particular professional work and has the ability to lead the way to finding solutions and conducting interviews is a form of supervision among colleagues (Kuffová, 2013).

We can say that a social worker is growing by helping people. In the practice of this profession, there is a risk that a worker gets into a routine that does not lead to his professional and personal growth. Every person should always set new ones after reaching the goal in order to be able to reach new boundaries and development. Building a relationship of trust with clients is a very important part of social work. The social worker must know very well the situation of a person in a bad life situation and decide on the basis of a thorough analysis of all available information available to the client and his surroundings.

### *3.1 Personality traits of social worker*

The term “personality” is derived from the Roman word “persona,” which in translation means the mask of ancient theater. Within psychology, the concept of personality is one of its most important theoretical concepts. In our everyday life we use and experience concepts such as identity, nature, character, temperament, habit and predisposition, or a tendency to something. These terms are synonymous with human personality.

When we specifically focus on the meaning of the word personality, we can characterize it as “what characterizes a person.” In the professional publications, the authors use extensive definitions of the term personality. The meaning of the word personality means in our view the completeness of the individual expression of the person. The basic characteristics of personality manifestation include the way a person behaves, their physical appearance, attitudes,

opinions, values, emotions and inner beliefs. We think that personality is a stable and still present collection of lifelong characters in a human being (Tobiáš, 2012).

“The personality of a social worker depends on quality education, social insight, an integrated summary of traits (honesty, fairness, truthfulness, diligence, moral attitude, raising trust in people) and professional assumptions” (Lešková, 2017: 38).

Among the basic personality traits of a person who wants to perform social work is to be able to show compassion. He should not only perform professionally, but be able to open to the client in an experienced way while respecting his values. This means that part of his work is not just giving, but also exploring how the client perceives his own social reality without being judged for it. The social worker must be able to communicate and listen professionally. As a person, he should have the power to prevent clients' problems from affecting his or her life. The social worker at work should have excellent negotiating skills. He should be able to work in a team through teamwork. It is important to work with other experts. He should have knowledge of local resources and institutions available to help people in poor social situations (Botek, Žáková & Bánovičová, 2017).

A social worker is exposed to stressful situations, emotional stress and professional burnout. Burnout is a phenomenon of slipping into a state of disinterest in an individual and his problem. This happens when problems related to work accumulate or when clients' fear is taken as their own and they lose contact with reality (Tomášková, 2013).

The authors Deer (2009), and Wallin Weihe and Smith Solbakken (2016) agree that a person who performs social work should possess the qualities of a mature personality, such as a person, work discipline, emotional stability, fairness, stamina, stamina, empathy, honesty, initiative, dynamism, responsibility etc. Empathy means having people's ability not to judge for their hard times they are experiencing. The social worker must be patient and give the client time to recognize him as an expert to help in his unfavorable life situation.

The social worker must have the necessary knowledge of social policy. Within the framework of social work, he should possess skills specifically oriented to social issues. He must be willing to communicate, the ability and willingness to listen to others, consistency, responsibility, perspective and distance, representativeness, moral qualities and a capable coordinator in various situations (Pitnerová, 2009).

There are a number of personality traits from experts who identify them and make them a potential good social worker. In our opinion, social workers must have a positive attitude towards people, emotional stability. Furthermore, to bear the difficulties of others, the ability to cooperate with colleagues or other institutions. Have a developed desire to discover the search for solutions in various life situations. It is important to have a sense of reality and the ability to adapt quickly to changing and new situations.

### *3.2 Qualification requirements*

The social work profession has already strengthened and fought against discriminatory structures at national and global levels.

The International Federation of Social Workers (2014) has set the conditions for the social work profession. It stipulated that a social worker must have completed at least three years' post-secondary education in the field of social work. In Slovakia, this means that you must have completed a Bachelor of Arts degree as an assistant and a Master of Arts degree as a social worker. The Federation also determines certain personality requirements for a person who wants to

become a social worker, such as empathy, integrity, secrecy, moral ambition and the like. As a professional he should be interested in lifelong learning in the field.

In Slovakia, according to the Act on Social Work<sup>3</sup>: “Qualification prerequisite for the performance of professional activity by social workers is obtained a second degree higher education in the field of social work, the assistant of social work is obtained a first degree higher education in the field of social work.” On social services<sup>4</sup>, ‘social worker’ is a natural person who has obtained a university degree in the field of social work in the first degree, second degree or has a recognized certificate of such university degree issued by a foreign higher education institution.”

Furthermore, according to the Social Work Act<sup>5</sup>: “continuous education in social work is provided for the social worker and social work assistant performing social work in an employment relationship or similar employment relationship by the employer according to a special regulation. The evaluation of continuous education in the social work of a social worker performing independent practice shall be carried out by the Chamber.”

In our view, the main object of social work through a socio-educational program is to make sure that future social workers have the knowledge, skills and capacity for critical self-reflection to help them continue their professional activities.

The aim of teaching through the social work program is to develop integral education and qualification prerequisites with a socio-humanistic approach among students. The study of social work enables the student to develop and formulate his own proposals for interventions in public policies, community, family, group processes and the individual’s unfavorable situation (Kurillová, 2017).

“Graduate of Social Work obtains essential facts and information from the basics of theory and practice of social work, learn the concepts of theory and methodology of social work and its interdisciplinary context, will be able to analyze the issue of goals, content, methods and forms of assistance to an individual, community, understand the diversity and complexity of causes of social problems, professionally interpret their socio-political-economic and cultural context. They will be able to apply basic knowledge in psychological, sociological, philosophical, pedagogical, economic, political and legal sciences in solving social problems, they will also be able to critically analyze and demonstrate effective decision-making in choosing and using methods, techniques and means.” (Tvrdón & Haburajová-Ilavská, 2007: 127-128)

Many different events call for the need for further education. This need for education is also recognized by social workers themselves. In Slovakia, education is provided through specialized accredited forms with social workers. At the same time, the content of individual educational activities must be developed and declared by practitioners and experienced educators in the field.

The work includes knowledge and application of legislation, especially in the field of social protection and family relations. The basic laws that social workers in Slovakia apply in their work are:

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<sup>3</sup> Act No. 219/2014 Z.z. on social work and on the conditions for carrying out certain professional activities in the field of social affairs and the family and on amendments to certain acts § 5 paragraph 1 letter a, b.

<sup>4</sup> Act No. 448/2008 Coll. on social services as amended § 84 paragraph 7.

<sup>5</sup> Act No. 219/2014 Z.z. on social work and on the conditions for the performance of certain professional activities in the field of social affairs and the family and on amendments and supplements to certain acts § 6 paragraph 1, 2.



- Act No. 219/2014 Z.z. on social work and on the conditions for carrying out certain professional activities in the field of social affairs and the family.
- Act No. 302/2003 Z.z. on self-government of higher territorial units.
- Act No. 305/2005 Coll. on the social and legal protection of children and the social guardianship.
- Act No. 311/2001 Coll. Labor Code.
- Act No. 36/2005 Z.z. about the family.
- Act No. 417/2013 Z.z. on assistance in material need.
- Act No. 447/2008 Coll. on cash contributions to compensate for severe disabilities.
- Act No. 448/2008 Coll. on social services.
- Act No. 461/2003 Z.z. on social insurance.

Social workers work, e.g., in government agencies, private, public and third sectors, police departments, schools, courts, hospitals and many other types of workplaces. In some institutions, in addition to basic working hours, the social worker is also required to perform on-call time. Social workers must be familiar with the fundamentals of psychology, education, sociology and law and be familiar with the regulation of education, health, justice, employment and the economy. Given the nature of their work, they should have a desire for continuous professional development and training (Tvrdón & Haburajová-Ilavská, 2007).

### 3.3 *Code of ethics for social workers*

The social worker in Slovakia is bound by the adherence to the Code of Ethics of the social worker and the assistant of social work in his daily work. This important document sets out the place and competence of a social worker in society.

The term Ethics as a word derives from the word “ethos,” which in Greek means moral, custom, habit, habit, character, tradition, manner, mores, rule, convention, reason, or way of thinking. It can be stated that this is a stable and correct way of conduct for the community, resulting from regular repetition of certain human activity (Gluchman et al., 2011).

According to Laca (2012: 364), “Ethics is interested in the relationship of man to other people, to his future, to life values. All this is given by the philosophical view of man’s place in the world, by the philosophical view of the meaning of his life. Ethics therefore accepts the philosophical view of man and understands him as his subject. We also encounter a similar theory in the field of social work, which perceives human being as its subject. Ethical theories form and clarify a system of basic and derived moral rules. With these standards, we evaluate and classify deeds, human behavior as ethically right or ethically wrong.”

Through the humanitarian professions, emphasis is always put on ethical work. The code of ethics must set high standards of conduct for the occupations in social work. Ethics is not only focused on public performance, but also towards colleagues, clients.

The social worker’s code<sup>6</sup> of ethics is a manual for the social worker to follow and accompany in the performance of his work. The social worker's code of ethics includes:

- Values of social work,
- Ethical responsibility,
- Ethical issues and dilemmas,
- Binding of the Code of Ethics,

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<sup>6</sup> Code of Ethics for Social Workers.

- Conclusion.

The Code of Social Workers has been adapted and adapted to the evolution of society and the professions within social work. The Code of Ethics of SP<sup>7</sup>:

“Supports the formation of the profession of social worker and social work assistant and its observance is one of the basic prerequisites for the professional performance of social work as well as the respect of society for this profession. Compliance with the Code of Ethics is therefore in the interests of all social workers and social work assistants, regardless of the status of a member of the Chamber.”

The main goal of the Code of Ethics is to maintain a uniform line of conduct among all members of society. The Code of Ethics implies binding internal regulations for the social worker. We can state that the Code of Ethics lays down rules of conduct of people in various institutions, organizations working with clients (Stachoň, 2016).

The Code of Ethics is a framework and a specific guide for professionals to support everyday decisions regarding professional behavior. The Code of Ethics for Social Workers and Social Work Assistants in Slovakia was approved by the General Assembly of the Slovak Chamber of Social Workers and Labor Assistants on 18 September 2015. The Code entered into force on 1 October 2015 (Medlen, 2016).

The aim of the Code of Social Work is to provide an ethical framework that guides the members of the profession, people, but does not provide concrete solutions to various adverse problems. The Code of Ethics in Social Work educates the general public, students, discipline experts, as well as other experts in the field of ethical principles and standards that guide the professional's professional behavior (Brozmanová Gregorová, 2016).

The Code of Ethics is intended to reflect all that we value as professionals and to lay down the conditions for our working and scientific practices to be based on the principles of subsidiarity, solidarity, duty, responsibility, justice and empathy. Individuals and professionals are expected to adhere to these Code of Conduct (Jeleň, 2009).

We can state that the Code of Ethics of Social Workers defines the basic behaviors, principles, duties of professional social workers that they have to observe when communicating and working with clients. The purpose of the Code of Ethics is to communicate to all stakeholders the ethical standards that society considers most important (Mátel et al., 2012). Furthermore, according to the authors (*Ibid.*: 21):

“Knowledge of the ethical principles and standards formed in the code of ethics does not in itself guarantee that the worker in question behaves morally, but can certainly lead him to think about these particulars or with these principles he has identified, internalized them and consequently acted in accordance with them as well as with his conscience,” and we agree with this statement.

The internal regulations of the Code of Ethics for Social Workers set out the basic principles of ethical conduct in order to promote the ethical awareness, culture of work and behavior of social workers. According to Balvín and Prokai (2013), the Code aims to strengthen the professional performance of social work, increase public confidence in social workers, the rights and obligations of employees. Code of Ethics for Social Workers and Social Work Assistants Measures to Prevent Conflicts of Interest.

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<sup>7</sup> Code of Conduct for Social Workers Preamble I. Paragraph 5.

#### 4. Conclusion

To conclude, to be a social worker means not only to meet the qualifications, but also the right characteristics to be successful in his work. Increasing globalization and rapidly changing local conditions place new demands on research, education and practice in social work and on how we understand and deal with social problems in increasingly globalized societies.

Although there are many characteristics of a good social worker, there are a few that are extremely important. Without them, a social worker would not be very effective in his work or would be extremely unhappy in his work. A person who would become a good social worker should have compassion, listening skills and organizational skills.

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## Premises for the Penetration of Eastern Thought in Bulgaria

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### *Abstract*

There are many factors that facilitate the perception of Eastern thought in Bulgaria. In this paper, I will regard two groups of premises: spiritual heritage and political history. In the first part, I will discuss the peculiarities of Christianity in Bulgaria as well as some specific Bulgarian answers to the spiritual quests at the beginning of last century, especially the ideas of Dunovism with its ambivalent attitude to Eastern teachings. In the second part, I will regard the period of socialism in Bulgaria with the impact of atheistic education and the activity of Lyudmila Zhivkova. I regard the influence of Dunovism, which prepared the inner spiritual soil for accepting the Eastern ideas, and the activity of Lyudmila Zhivkova, who introduced these ideas as a state policy, as a unique combination that facilitated the wide spread of yoga, meditation and different kinds of Far East spiritual teachings after the changes at the end of 1980s.

**Keywords:** Eastern teachings, Dunovism, Lyudmila Zhivkova, yoga.

### 1. Introduction

In recent years in the world, there is a great interest towards Eastern practices and teachings. Buddhist meditation, yoga and martial arts become more and more a part of Western life. Researchers notice "Yoga today is a thoroughly globalized phenomenon. A profusion of yoga classes and workshops can be found in virtually every city in the Western world and (increasingly) throughout the Middle East, Asia, South and Central America and Australasia... yoga has taken the world by storm" (Singleton & Byrne, 2008: 1). Similar are observations about Buddhism: "... during the last two decades, Buddhist groups and centres have flourished and multiplied to an extent never before observed during Buddhism's 150 years of dissemination outside of Asia. For the first time in its history, Buddhism has become established virtually on every continent." (Baumann, 2001: 4).

While this spread of Eastern teachings is a global phenomenon that has global reasons, each country has its specificity in its manifestation and premises that influence it. Bulgaria is among the countries with durable and stable interest towards these teachings, especially to yoga. It is commonly recognized that during the period of socialism the attitude to yoga in Bulgaria was an exception among other socialist countries (see Tietke, 2011) and that now yoga in Bulgaria is developed very well and in ashrams in India groups from small Bulgaria are among the biggest ones (according to my responders from Ireland and Germany).

What are the reasons for this interest? In this paper, I outline some peculiarities that might have influence on the perception of Eastern thought in Bulgaria. They could be distinguished in two groups: spiritual heritage and political history.

### *1.1 Spiritual heritage*

Historical peculiarities of Christianity in Bulgaria as well as specific Bulgarian answers to the spiritual quests at the beginning of last century are among the most important factors of the specific spiritual heritage in Bulgaria that have influence on the perception of Eastern teachings here.

2. Historical peculiarities of Christianity in Bulgaria include: The role of early spiritual teachings and peculiarities of Orthodox Christianity – the role of the church during the period of Ottoman rule

#### *2.1 Early spiritual teachings*

In the lands of contemporary Bulgaria, the primary Christianity was spread and special Christian teachings were developed. These are Bogomilism and Hesychasm.

Bogomilism is a special form of spiritual and social teaching, “extremely spiritualized Bulgarian Christian movement” (Vachkova, 2017: 10). It has ambiguous interpretations being “understood as yet another dualistic heresy, or else as a specific Bulgarian mission” (Vachkova, 2017: 7). Therefore, it is presented either as modification of “Eastern dualistic teachings”, or “as a unique Bulgarian conception” (Vachkova, 2017: 10).

Bogomilism proclaimed a strict distinction between matter and spirit. As Bulgarian historian Vesselina Vachkova points out “Parallel to this development, partly as a reaction against its manifest dualism, there emerged in the local Christian communities, and began to spread an equally austere and spiritualizing, while definitely non-dualistic at dogmatic level, doctrine, namely, Hesychasm. With its meditative ascetic practices Hesychasm was to try and fail to sanctify the body through the belief in human ability to overcome it even during one’s earthly existence and contemplate the divine light within one’s heart and mind” (Vachkova, 2017: 33-35).

Both Bogomilism and Hesychasm accentuated on spiritual practices and presented “tendency for overly-spiritual and mystical interpretation of divine matters” (Vachkova 2017: 32). The main characteristics of religious “was a marked penchant for mystical and overly-spiritual approach to faith” (Vachkova, 2017: 30-31), extremely ascetic (*Ibid*, 31), “seclusion and monasticism” (*Ibid*, 42), “meditative and intellectually-tuned monastic brotherhood” (*Ibid*, 39).

The influence of both teachings on the spiritual heritage could be sought in two directions. From one side, they have a strong accent on inner practices, a strive for spiritual development and taught that only the inner path could lead to God. From the other side, they are connected with original apostolic Christianity and keep the vision that there is such Christianity that is different from official institutions that were established later.

### *2.2 Peculiarities of Orthodox Christianity*

Orthodox Christianity has some peculiarities that make it closer to Eastern traditions than Catholicism and Protestantism. Usually it is interpreted as more mystical while Catholicism is more interpreted as more rational, and Protestantism is more directed towards outward practice.

Mysticism of Orthodox Christianity is in several interconnected aspects:

- Its apophatism;
- In its basis on spiritual experience.

Orthodox Christianity claims that God could not be explained through rational methods and could not be grasped within rational categories. It denies possibilities to understand and express God's essence.

Apophatism of Orthodox Christianity is outlined as its most specific feature: "If Orthodox theology was characterized by a single stream, then this would surely be the apophatic orientation of the whole theological view. All the true Orthodox theology is apophatic in its root. Apophaticism is "a fundamental characteristic of the whole theological tradition of the Eastern Church". This negative (apophasis) view of non-knowledge (agnosia) or learned ignorance begins with the praise of God's mystery, not with a rational annihilation or explanation" (Clendenin, 2011).

In tune with the conviction that the essence of God could not be grasped, Orthodox Christianity underlines that it could not be explained neither as only transcendent nor as solely immanent. Immanence and transcendence lead to each other. According to the orthodox theologian V. N. Lossky, "In the immanence of Revelation, God affirms Himself as transcendental to creation" (Lossky, 1972: 133).

The idea of mutuality of these opposites is presented in the very important for Orthodox Christianity idea of Christ as a God-man. According to Orthodox Christianity in his personality, "the transcendental divine Truth has become immanent to the man, objectively immanent, and represents a direct, ever-living historical reality. In order to make it his own, subjectively immanent reality, man should through exercise of his God-man virtues to make the Lord Christ the soul of his soul, the heart of his heart, the life of his life" (Popovich, 2003).

The main aim of Orthodox Church is "to lead a person to theosis (or divinisation), to fellowship and union with God" (Ierofey, 2009), to transform man into a God-man. Fjodor Dostoevski, for example, sees a sin of Catholicism in its attempt to replace God-human with human-God shifting in this way the accent from divine to humanity. The strive for inner transformation in Orthodox Christianity is connected with the importance of practices for inner development. Because of the mystical approach, the inward practices are of great importance here. The main aim could not be achieved by reasoning but by real transformative life: "Orthodox spirituality is an experience of life in Christ, the atmosphere of a new person, revived by the grace of God. This is not about an abstract emotional and psychological state, but about the unity of man with God" (Ierofey, 2009). Spiritual transformation of man is its real salvation that "is not a problem of the mental perception of truth, but the transfiguration and divinization of man by grace" (*Ibid.*).

This transformation is interpreted as a "spiritual healing" that should be lived, not rationalized and it is seen as a main difference from the other Christian denominations that "do not have a tradition of spiritual healing" and "believe that rational faith in God is our salvation" (*Ibid.*). According to Orthodox Christianity "there is faith from hearing the Word and faith from contemplation – the vision of God. First, we accept faith from hearing in order to be healed, and then we gain faith from contemplation that saves a person" (*Ibid.*). The most important method for Orthodox Christianity is real constant spiritual practice. This practice consists of purification, enlightenment and divinization – processes that „do not mean the stages of anthropocentric activity, but the results of God's uncreated energy" (*Ibid.*).

Apophatism and inner development are interconnected: "At the moment they cross the line from a verbal prayer to a contemplation and gain a few faithful followers, Christian ascetics become mystics. They seek and find enlightenment not in the definitions of heresy or orthodoxy,

but in the depths of their souls, where they seem to discover the purpose of their escape from the world. For the mystics, God is no longer a Creator or the root cause of all things but a state of mind” (Glishev & Sharankova, 2010).

The aim of the mystical path and the mystical apophatic union that denies abilities of senses and intellect is described profoundly by Dionysius the Areopagite in his *Mystical Theology*: “... direct our path to the ultimate summit of your mystical knowledge, most incomprehensible, most luminous and most exalted, where the pure, absolute and immutable mysteries of theology are veiled in the dazzling obscurity of the secret Silence, outshining all brilliance with the intensity of their Darkness, and surcharging our blinded intellects with the utterly impalpable and invisible fairness of glories surpassing all beauty...”

“... in the diligent exercise of mystical contemplation, leave behind the senses and the operations of the intellect, and all things sensible and intellectual, and all things in the world of being and nonbeing, that you may arise by unknowing towards the union, as far as is attainable, with it that transcends all being and all knowledge. For by the unceasing and absolute renunciation of yourself and of all things you may be borne on high, through pure and entire self-abnegation, into the superessential Radiance of the Divine Darkness”<sup>1</sup>.

It is obvious that this mystical path has much in common with Eastern teachings that are based on mystical experience. Therefore, Eastern Christianity has common features with some Eastern teachings and in many aspects was directly influenced by them. According to many authors “the roots of Christian mysticism can probably be found outside Christianity itself... In cultural and historical terms, the traditions that most likely influenced early Christian mysticism are the Neo-Platonic and Mithraism, as well as some other Oriental cults” (Glishev & Sharankova, 2010).

So, in Orthodox Christianity there is a great theoretical and practical (in the sense of inner practices) propinquity with Eastern teachings and Eastern vision and approach to reality. This similarity is recognized: “In Eastern religions, of course, one can find a desire to purify the mind of images and thoughts” (Ierofey, 2009). This, however, is interpreted as very superficial likeness: “this is a movement to nowhere, into non-existence. There is no way that would lead to the divinization of man” (*Ibid.*). Therefore, Orthodox Christianity insists that “Orthodox spirituality and Eastern religions are divided by a vast abyss, despite some external similarity in terminology. For example, Eastern religions may use the terms ecstasy, impassivity, intuition, mind, enlightenment, and so on, but they are filled with completely different content than the corresponding terms of Orthodox spirituality” (Ierofey, 2009).

Besides, Orthodox Christianity is a religion that could be defined as closed and not inclined to discuss different traditions. It regards everything outside itself, including other Christian denominations, as a heresy.

### 2.3 Role of the church during the period of Ottoman rule

The role of the church during the period of Ottoman rule was ambivalent. From one side, during this period the Church was ruled by non-Bulgarian authority and was a subject of a critical attitude. From the other side, Christianity as well as the fight for independent Church was the most important factor for union and feeling of self-identity and belonging. It is a common knowledge that Christianity keep the Bulgarian self-identity during the centuries.

So, in Bulgaria, from one side, there is a heritage of strong mystical lineages that are in theoretical and practical kinship with Eastern teachings. From the other side, however, on the

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<sup>1</sup> <http://www.esoteric.msu.edu/VolumeII/MysticalTheology.html>.



level of Church as institution, there is a strict closeness and lack of disposition for discussion and dialogue.

### 3. Theosophical, mystical and occult quests at the beginning of last century

Along with the undoubtedly mystical and intrinsically orientated Christian tradition, in Bulgaria as elsewhere in Europe there was interest to theosophy and other “occult” teachings that facilitate the penetration of Eastern teachings in later time.

#### 3.1 *Theosophical quests that are in accordance with the development abroad*

The period of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries was a period of rapid development of occultism, religious and philosophical quests. Books of Elena Blavatsky, Rudolf Steiner, Ani Besant, and Charles Leadbeater were translated. In 1903 in Sofia the Theosophical Society in Bulgaria was established. It published journals: *Bulgarian Theosophical Review* (1904-1907), *The Road* (1907-1908), *Theosophy* (1912-1925), and *Anhira* (1921-1923), *Anhira* that was transformed in *Orpheus* (1923-1925). In these journals, texts of Blavatsky, Uspensky and Rudolf Steiner, as well as works of Nikolay Roerich, Geo Milev, Nikolay Raynov, Lev Tolstoy, Maurice Maeterlinck, August Strindberg, Ralph Waldo Emerson, and Rabindranath Tagore were published.

Very important figure who made connection between different kinds of knowledge and perception of the world was Nikolay Raynov. He has many books: collections of fairy tales from all over the world (1930-1934) in 30 volumes; *Eternal in our Literature* in 9 volumes; *History of Plastic Arts* in 12 volumes, *Association Roerich* (1930), etc. Significant for rethinking of Bulgarian spiritual heritage was his book *Bogomil Legends*, where Bogomilism was presented as the heretical ferment of all reformist spiritual movements, the connecting link between Eastern and Western religious systems, a model of a syncretic religion, a core containing the world's esoteric knowledge.

Another important figure who made link between East and West in terms of art was the artist Boris Georgiev. He was named “an artist of the Spirit between East and West”. Boris Georgiev was famous with his journey to India, meetings with Mahatma Gandhi, Rabindranath Tagore and travels to Himalayas. He admitted Nikolay Roerich as his the spiritual master and as we will see Roerich will play a special role in the opening towards mystery of Eastern culture.

#### 3.2 *Original Bulgarian contribution to the spiritual quests of the last century*

The most important Bulgarian answer to the spiritual quests at the beginning of last century, however, was *Dunovism*.

Dunovism or the teaching of the Universal White Brotherhood was established in Bulgaria in the early 20<sup>th</sup> century. Dunovism was named after its founder Peter Dunov (1864-1944).

Peter Dunov received his higher education at the Faculty of Theology at the University of New Jersey and the Theological Faculty of Harvard University in Boston. He studied medicine as well. During his stay in the United States, he gained knowledge in theoretical, especially Protestant theology, was impressed by the ideas of Theosophy, occultism, and Eastern philosophy. The combination of all these ideas influenced the teaching he developed when returning in Bulgaria.

In many aspects, his teaching is original but it undoubtedly uses some concepts and ideas from Theosophy, Bogomilism, as well as by Eastern, especially Indian, teachings. It gives a

comprehensive and overall vision about the state and development of human being regarding human as a being evolving to his higher and divine spirituality and giving methods for this development.

Several features of this teaching facilitate or are in tune with Eastern teachings that came later.

First, it creates an atmosphere of rethinking the attitude toward Christianity and the church.

It defines itself as representing the true authentic Christianity as it was before being distorted by reasons that are not connected with spirituality. Christ is considered as a Teacher, not as a Son of God and God is perceived as an impersonal pantheistic or panentheistic (in Western interpretation) essence.

Dunovism claims also to be an authentic Bulgarian teaching, a crown of a spiritual triad that includes Orphism and Bogomilism. These three teaching are interpreted as three great spiritual waves that place Bulgaria at a very important place for spiritual culture of humanity. Dunovism underlines the significance of Bulgaria as a spiritual centre. According to it, a symbolic representative of the sacredness of the place is Rila Mountain, the highest mountain in the Balkan Peninsula. It is revealed as being as important for the spiritual heritage and development of humankind as are Himalayas in India. In such a way, a spiritual kinship between the Indian and Bulgarian cultures is outlined and these adds to the greater interest towards Indian culture and ideas.

In terms of structure and organization, in Dunovism there is no formal membership, the followers may belong to whatever church they want. Dunovism is organized on the model of free structures of friends or like-minded people who follow because of inner conviction the authority of a teacher and the charisma of a person rather than some established institutions or governing bodies. In this, it is also in tune with Eastern teachings that are structured in Europe because of personal not authoritative relations.

Second, many concepts and ideas of Dunovism have direct parallels to Eastern teachings. Dunov widely uses some important categories of Eastern philosophy, such as karma, reincarnation, prana, nirvana regarding them, however, not as belonging to one single culture but as belonging to the old authentic universal and forgotten knowledge.

The overall vision of Dunovism is in tune with many ideas of Indian thought, especially with the idea of unity and oneness. In the following words, for example, we can see parallels with Vedanta and Buddhism:

“There is unity in being. For example, you stand among a hundred mirrors and see yourself in a hundred places in different poses. Your reflection is in hundred places, but you are one. All those you see in the mirror of Being are shadows, and the One who is outside the mirror is real ... The humiliation of one person is the humiliation of others. The success of somebody is our success. The virtues of all people are our virtues. The mistakes of others are our mistakes. There is one life. Life in us and in all beings is the same. In some chosen moments of life, when you are in an uplifted state, the great truth about the unity of all flashes for a moment and then you return to your ordinary consciousness ...” (Dunov, 2019: 367)

Third, very important for Dunovism is the idea that the truth cannot be achieved through reasoning and intellectual speculation. The most important is inner spiritual path and spiritual practices.

“Contrary to the understanding of Western European philosophy in general, mainly in the face of German transcendental philosophy, that the truth could be achieved speculatively, that is, without experience, the Master shares the understanding that the great spiritual discoveries

and understanding of the truth could not be revealed without real moral uplifting and purification, without awakening the latent spiritual powers and abilities of human being. The emphasizing of practice and placing the experience in front of speculative knowledge (in this case, metaphysics) does not at all underestimate the latter. It, however, can only come to life after the results of lived experience or a specific spiritual practice are achieved” (Bachev, 2009).

Accentuating importance of practice, Dunovism is in tune with all Eastern teachings where it is the spiritual and moral practices that are the starting point and aims of all theoretical ideas and considerations.

In its practices Dunovism have many parallels with Eastern teachings as well. The main practices are based on meditation and breathing exercises. Even the names sometimes are with Indian origin as for example “Surya Yoga” or “Yoga of the Sun”. This meditation is practiced between the spring and autumn equinoxes at sunrise that is interpreted as a time of renewal. Just as the sun is the center of the solar system, through meditation practitioners should establish connection with the center of their being.

So, Dunovism has many similarities with Eastern teachings and share many common ideas with them.

Dunov explicitly states that “the philosophy of ancient India gives all these answers” that contemporary church fails to answer. As Dunovism, the Indian philosophy reveals that “the man is an immortal being, who is reborn by perfecting himself in order to attain ‘nirvana’, to merge with the Whole and to live in eternal bliss”. Peter Dunov uses the very term “yoga”. For him yoga is a person who had achieved the most essential core of his being and acquired many virtues: “every person must first work to achieve his essential core. Do not strive to achieve all virtues at once. It is enough for you to attain one virtue every year... If you achieve one virtue every year, in 25 years you will acquire 25 virtues, and a person with 25 virtues is already yoga. Becoming man of yoga it is enough just to raise his hand and the living nature will answer him. It knows him and therefore meets all his wishes” (Dunov, 1926). Yoga, however, is interpreted not in its concrete Indian realization but as a name for a high spiritual state of being.

Peter Dunov distinguishes his teaching and practices from the Eastern ones. Regarding yoga, he explicitly states: “Most of the people who practice yoga cannot understand the thinking of Indians at all. They view exercises and meditation techniques as some kind of healing and relaxation exercises. They do not realize that these are powerful weapons for building and displaying a certain type of consciousness and behavior. And that this awakened consciousness from the past will bring them back thousands of years, long before their already Christian definition”<sup>2</sup>. Therefore, he insists that “Their methods involve great risks and they are not adapted to the physical body of the European. Remember this well” (*Ibid.*). According to him, Hinduist methods are “inapplicable to Europeans”. Explaining this inapplicability, he uses ideas that could be found in Indian cosmogony. According to this cosmogony, humankind periodically alternately passes through periods of entering of the spirit into matter and ascending of matter to the spirit. The first phase is interpreted as involution, the second as evolution. Peter Dunov insists that yoga practices were created in the previous period of involution while after the coming of Christ we are in a new period of evolution. Being created for a different period of the development of humankind yoga practices are in accordance with different vision of reality that is already not suitable for the new trend of development. After Christ who had brought the religion of love, mutual help and forgiveness, we need another type of exercises. Peter Dunov offered many kinds of physical, musical, and breathing exercises that could help for the physical, spiritual and mental growth of a person. The most important method is Paneurhythmy. Paneurhythmy is a circle dance in accordance with “the supreme cosmic rhythm”. Its most important features is that it is performed

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<sup>2</sup> <https://spirituallight3.wordpress.com>.

in accordance with the rhythm of the sun in its day and annual cycles and it is performed not individually but in a group accentuating in such a way on the mutuality among human beings, from one side, and on mutuality of human beings and the cosmos, from the other side.

In the English version of Wikipedia Dunovism is defined as “New Age-oriented new religious movement”<sup>3</sup>. It, however, is different from the most amount of such movement and its difference is in the fact that it had a stable presence in the spiritual and cultural life of Bulgaria during two world wars, becoming the most influential occult-mystical teaching. A proof for its success in attracting people is the very negative reaction of the Bulgarian Orthodox Church towards its ideas.

Dunovism has a great impact among the intellectuals and this is kept during the communist time as well, in spite of discrimination. After changes in 1989, it acquires a new popularity and rapid development.

It has complex relations with Eastern teachings. From one side – mutual respect and kinship, from the other – strict distinguishing from these “out-of-date” teachings. Nevertheless, in practice, there are many common contacts, initiatives, and performances with groups who are practicing Eastern teachings. Many followers of these teachings in one or other periods of their development have some contact with ideas of Dunovism and sometimes this Bulgarian teaching is their starting point to the Eastern teachings, milestone or even final stage on their spiritual journey.

#### 4. The supposed kinship of the Bulgarians with the East

Among the spiritual heritage a specific premise for positive attitude to Eastern teachings, is the idea of the kinship between old Eastern cultures and Old Bulgarian culture.

There are many examples of this idea. Here I will cite the site of Bulgarian Yoga Federation where the presentation of the history of yoga in Bulgaria begins with the following affirmation:

“What is the connection between this ancient science and the Bulgarian people, whose roots also come from antiquity?

The studies of our historians P. Dobrev, Sl. Tonchev and others show that the origin of Bulgarians is in the Far East, in the Imeon Mountains, located in Tibet. According to other studies, the Bulgarians, called in those times “honuri”, lived at the border of contemporary China and India. The ancient Indian literary source, the Mahabharata, which contains one of the first historical accounts of Bulgarians, tells us about “bolhiki”, a people with their own way of life and culture... In the preserved stone inscriptions of the Proto-Bulgarians the most common (157 times) word is the word IYI – “yug”, which is the main root of the word “yoga”. Of particular interest is the seven-beam rosette found in Pliska, where this word is the main one in the inscriptions on its rays. The word “yug” or “yu” means “yoga, god, and union with god.” These inscriptions are interpreted by V. Luchanski as mantras (words with sacred sound) that correspond in sound to the seven chakras (according to yoga – energy centers – vortices of the human body). The inscriptions on the rosette were read and translated by Swami Chitananda, the head of the ashram in Rishikesh, North India. According to him, the inscriptions are in the ancient sacred language of the yogis, and in translation their content is the following: “Get rid of duality through yoga. Relive the suffering through yoga”.<sup>4</sup>

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<sup>3</sup> [https://en.wikipedia.org/wiki/Universal\\_White\\_Brotherhood](https://en.wikipedia.org/wiki/Universal_White_Brotherhood).

<sup>4</sup> <https://yoga-bf.com>.

Many contemporary books of the so called “folk history” discuss the mutual influence of the Old Bulgarian culture and Eastern cultures and even the impact of the Bulgarian culture on the development of old Indian and Chinese cultures. Writers in this field find many proofs for this impact. They consider the Old Bulgarian calendar as the prototype of old Chinese calendar, regard Laozi as a Bulgarian thinker and so on.

Here I will not comment the validity of these assertions. I want only to accentuate that among some circles in Bulgaria there is a conviction of such kinship. Therefore, in these circles Eastern teachings are accepted as a return to the one’s own roots, as remembering of one’s own forgotten tradition.

## 5. Peculiarities of the socialist period

First substantial introduction of Eastern teachings in Europe was during the period of socialism. This was a time of openness of Europe towards teachings and spirituality that comes from India and Far East. In Bulgaria, this interest has specific reasons and manifestation.

### 5.1 *Consequences of atheistic education*

One of the most important specific of the period was strong atheistic education. Atheism has at least two important consequences regarding the issue of penetrating of Eastern spirituality in Bulgaria.

From one side, it creates specific spiritual vacuum and necessity to fill it with some alternative.

From the other side, the lack of attachment to a particular religious ideology combined with nurturing of a critical and curious attitude toward the unknown creates openness and ability to accept the new and unknown ideas without prejudices.

I would like to emphasize, based on my own observations and experience, that atheist education, paradoxically as it may sound, does not narrow the worldview. In Bulgaria, religious ideology has been replaced by the Marxist ideology. To a great extent, this ideology does not offer ready solutions to the problems. It is based on the laws of dialectics and one of its main goals is to search for the causes and roots of events, not to present ready information. It is true that these causes and roots are interpreted in terms of materialism. Even in this case, however, the ideology is based on elaborated philosophy. That is why education during this period is focused towards creating a curiosity to the unknown and developing a searching mind that is not satisfied with ready answers.

### 5.2 *Activity of Lyudmila Zhivkova*

Another important factor during this period was the activity of Lyudmila Zhivkova, the daughter of the communist leader of the country at that time and head of the Bulgarian Committee of culture (1975-1981). Being inspired by the ideas of esoteric Eastern spirituality as presented by the Russian artist and philosopher Nikolay Roerich, in a very short period she opened Bulgaria to intensive cultural and spiritual communication with India and the Far East.

As we mentioned the Russian painter, writer, archaeologist, theosophist, philosopher and public figure Nikolay Roerich has a special place in the spiritual life in Bulgaria at the first part of the last century. During the seventies Lyudmila Zhivkova accepted as her personal mission his ideas about evolution of human civilization, union of the cultures of East and West, new and ancient knowledge, science and religion as well as the vision of the high mission of art for

brotherhood among people in the name of universal harmony and beauty. Having high position at Bulgarian government, she was able to put the ideas that inspired her in practice.

Within several years, she performed great activities. After the ideas of Roerich, she developed long-term programs for “Harmonious Development of Human Personality” and “Peace through Culture”. She initiates “Decade of great personalities” and organized wide presentation of the ideas of Roerich, Leonardo da Vinci and Lenin. The list should be continued with Rabindranath Tagore but her sudden death prevented this.

The year 1978 was announced as the year of Nikolay Roerich. Lyudmila Zhivkova presented him as follows: “With his thought Roerich soars above the peaks of the Himalayas, rushes into the hidden world of legends, merges in an unstoppable creative impulse of the spirit with a monolithic in its integrity Universe” (Zhivkova, 1979: 22).

In accordance with the ideas of Nikolay Roerich she organized the Children’s Assembly “Banner of Peace” under the motto “Unity, Creativity, Beauty” initiating an attempt to educate the new generation in a completely new kind of thinking and consciousness. With the same aim, she tried to develop new sets of interdisciplinary laboratories and entire Institutes based on the unique experience of the Institute of Himalayan Studies “Uruswati”, created by the Roerich family in the Kulu Valley of India.

One of her realized project was building of the National Palace of Culture that has rich esoteric symbolism.

All these activities contribute to the informing of the wide lay audience with new ideas that have strong spiritual character and Eastern origin.

Ludmila Zhivkova herself was practicing yoga and meditation. She travelled several times to India and invited and welcomed in Bulgaria many Indian teachers. They gave lectures, performed workshops, initiated followers and for a relatively short time the interest towards Indian culture and spiritual heritage was an official Bulgarian policy.

Therefore, since the end of seventies of last century yoga teaching in Bulgaria has official history and state support. In 1978 a Yoga section in the Bulgarian Union for Physical Education and Sport was established.

Activity of Lyudmila Zhivkova as well as activity of the White Brotherhood are subject of many and contradictory assessments. Nevertheless, the influence of Dunovism, which prepared the inner spiritual soil for accepting the Eastern ideas, and the activity of Lyudmila Zhivkova, who introduced these ideas as a state policy, is a unique combination that facilitated the wide spread of yoga, meditation and different kinds of Far East spiritual teachings after the changes at the end of 1980s.

## 6. Conclusions

Bulgaria is at the border of East and West. It is “the East” for other parts of Europe. Its spiritual heritage is close to some Eastern theoretical ideas and practices especially of Indian origin. Bulgarians feel inner kinship with spiritual ideas of the East and some of them regard the land of Bulgaria with Rila Mountain as so sacred and spiritual place as India and Tibet with Himalaya mountains.

Bulgaria itself is recognized by spiritual gurus coming here as a country that still does not suffer greatly from the negative effects of globalization.

Atheistic education during communism combined with very good level of average education makes Bulgarians open and free to study and explore new ideas.

It is important to notice that Bulgaria has no colonial past and does not share the feeling of colonial sin that is particular for some West Europeans. In Bulgaria, there is no feeling of superiority of the white race. Other cultures are accepted as equal and attracting. At the same time, in terms of Orthodox Christianity, every other religion, even other Christian denominations, is heresy.

Unlike most West European countries, in Bulgaria there is no great number of immigrants from non-Islamic Asia who could want to establish their own religious organizations or institutions. Therefore, followers of Eastern teachings are predominantly Bulgarians.

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## Importance of Game in Special Education and its Use in the Treatment of Children with Autism

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### *Abstract*

Game takes place in school, in parks, in daycare places, early intervention programs, in therapeutic sessions and especially at home. It is an essential element of the development of all children and children with special needs. The use of game in the treatment and in the psychology of children with autism provides significant benefits for these children. Children with autism are extremely difficult to relate to others, especially to children of the same age in ordinary ways. Game is a wonderful tool that can help children with autism to participate in interactions. When it is used properly game can also allow children to discover their feelings, their environment, and their relationships with parents, siblings and children of the same age. Through play, children learn to communicate with others, express feelings, modify their behavior and develop problem-solving skills. They also learn various ways of building relationships with others. Game provides a safe psychological distance from their problems and allows them to express thoughts and emotions that are appropriate for their development.

*Keywords:* game, autism, treatment of children with autism, play therapy.

### 1. Introduction

Game is the mirror of life. For children, however, game is more than an image, it is their own life. Children have been playing for centuries, even before writing was invented. The history of games begins in the mists of time, from the ancient Egyptians and Greeks and up until today.

Game is a dominant and important activity during childhood and is essential for the development of children. From an early age children begin to explore the world through games. Game is an activity that stems from the child and not required or directed by others. It is free from external rules and usually there is no specific aim to be achieved. Game contributes significantly to the development of children, giving them the opportunity to learn about their environment and develop social skills. Moreover, it is a great means of education and development of their personality.

Game is vital for the normal development of children. Games contribute in the development and growth of skills of children (social, intellectual, creative, physical), which prepare them for entering social life.

The games of children with autism are completely different from games of non retarded children as the lack variety, spontaneity, make-believe or social game, similar to their developmental level. The result of this behavior is absence of great interaction with other children.

Children with autism usually have poor imagination, lack of interest in games and lack of spontaneity and creativity. What greatly influences their behavior in games is the lack of a creative mind to understand a communicative world. This may be the key to help children with autism. All these demonstrate the importance of symbolic and social play for children with autism.

Therefore, game should be a basic component of education of all children and teachers should encourage its development at school. The main goal of the game is the satisfaction it brings to children. So, incorporating it into the curriculum of every child, the learning process becomes an enjoyable process for every child. Nevertheless, games can also be used for their education from teachers.

## 2. The importance of game in special education

Game takes place in school, in parks, in daycare places, early intervention programs, in therapeutic sessions and especially at home. Game is an essential element of the development of all children and children with special needs. It is one way by which children learn. It contributes to the form of the child's identity. It is prerequisite for building relationships and friendships in the classroom. Game is not just an activity, but a meaningful process by which children are co-creators of their world with children of their own age and learn through interactions with friends (Avgitidou, 2001). The environment and the materials of the game need to match the child's developmental level and abilities in order to be effective (Paweni & Rubovits, 2000).

National Lekotek Center, a nonprofit organization that promotes access for children with disabilities to games, intended to make games accessible to all children and to provide developmentally appropriate games and learning opportunities for children with special needs and their families. In particular it provides ten tips for selecting games for children with special needs, regardless of their disability (Guddemi, 1990):

- The child must be given opportunities for multi-sensory stimulation,
- Easy and active participation should be encouraged,
- The environment of the game (indoor-outdoor) must be taken into account,
- Opportunities for successful game should be given,
- Self-expression of these children through games must be promoted,
- It must be appropriate for every child and fit its individual characteristics and interests,
- It should provide children with security and last long, and
- It must permit proper social interaction.

Also, when designing learning and game environments for children with special needs the following principles should be taken into account (Cohen et al., 1979):

- The environments should not be significantly different,
- The play areas and learning centers should be linked,
- The use of repetition and multi-sensory experiences is necessary,
- Rich, stimulating environmental stimuli should be provided, and
- Obstacles should be limited as much as possible.

The Beers and Wehman (1985) have differentiated four types of games that are cognitively and socially important for children with special needs:

- Exploratory game,
- Handle playing with various toys,
- Social game, and
- Structured game with rules.

When designing game opportunities for children with disabilities, appropriate experiences in each of these game categories should be designed. So, these children need many opportunities to explore their environment. They must be as kinetic as possible and move in their environment. They must use all their senses to experience the world around them. Young children learn through their senses. It is necessary to grasp, smell, taste, hear and see. That's why teachers should take their children outside classrooms and plan excursions.

Also, children with disabilities should be able to hold, handle and play with real objects and toys. Children construct knowledge when handling materials and toys; discover new ideas and physical properties of objects. So, the use of sand, water, puppet, doll, etc. is indicated. With handle game children have the freedom of movement and choice.

The social game can begin with the initiative of the teacher or another child, if the child with special needs hesitates to start on its own the social game. Once more the use of dolls and puppets is helpful for the creation of social games. As we have already mentioned social game helps the development of language, social skills, adaptability, self-control and thinking skills. As children acquire logical thinking skills they are ready for games with rules (board and card games).

But imaginary game is also very important for children with special needs. Usually teachers are planning a limited program for children with disabilities considering that they should give all their attention to the acquisition of basic skills. However, the experiences that are related to creativity and imagination refer in particular to children with special needs. These experiences encourage an open-ended approach to learning and enable them to use all their senses, including those that can work partially.

When children have a specific problem, such as autism, arts and music can become a means of self-expression and creativity, where the oral speech fails. The experiences that are associated with creativity and imagination can give children with special needs the opportunity to classify what they perceive by the external world, to internalize and share them with others. Music and dancing, for example, can express concepts beyond the need for words (Bernadette, 2003).

### 3. The game of children with autism

Games of children with autism, if they exist, have been described as simple, repetitive and stereotyped (Anderson et al., 2004; Honey et al., 2006). The study of Gillian et al. (2006) for children with autism, with normal verbal or non-verbal IQ has led to the same conclusion.

The game that is mostly observed is parallel - functional game and solitary functional game (Holmes & Willoughby, 2005). Rutherford et al. (2006), indicate that children with autism behave like they have lost the curiosity that children with normal development have. Stahmer (1999) says that although children with autism seem to lack spontaneous play, this is not the result of complete inability to play, but is due to the fact that they believe that the game is difficult. This consecutively can lead to frustration and lack of motivation to play. Children with autism do not have the necessary skills to play or to understand the symbolic meaning of "playing with the car." So whenever we give them a regular toy they do not know what to do with it, so they smell it or try to taste it (Bourma, 2001). So, their game is repetitive (Burack et al., 2001).

Autistic children and children with disorders in communication seem to prefer hard objects to play whereas children who have no handicaps choosing soft toys (Brodin, 1991).

In one of the studies about children with multiple disabilities, it was observed that the favorite items of children with multiple disabilities range from everyday objects, like balls, mirrors, objects made of hard plastic, empty matchboxes etc. These children often prefer hard objects. One explanation for this preference is that these objects have a rigid surface and cause noise if the child hits it on the floor or table (Brodin, 2004). The children receive in this way a clearer stimulus.

Lack of game in autistic children is mainly a result of behavioral deviation of these children (Demeyer et al., 1967; Rendle & Clancy, 1971; Rutter, 1978; Webster et al., 1980). The behavior of these children while they play is not just retarded but differs in complexity from the development of normal children (Boron & Cohen, 1987). There is lack of symbolism in games of children with autism (Boron & Cohen, 1987; Mundy et al., 1987; Wulff, 1985).

Other studies were conducted about methods of education using games for autistic children. Education through play for these children showed to decline deviant behavior (Quinn & Rubin, 1984; Stahmer & Schreibman, 1992), and developed many game types, among which is the symbolic game (Rogers et al., 1986; Stahmer, 1995). Autistic children can be taught even to participate in play with children of the same age, a skill which is necessary in order to adapt and participate in socio - dramatic games. Stahmer (1995) proved that autistic children can learn new, continual and symbolic games which are prerequisite for socio-dramatic play.

Results of study conducted by Thorp et al. (1995) reveal that the socio-dramatic games of autistic children of appropriate levels of development can impact effectively in:

- Increase socio-dramatic game,
- Development of verbal skills, and
- Improvement of social behavior.

The changes observed in this study are general about games, places and individuals. Even positive changes in behavior were observed during the observation of each child at home and at school. Investigations showed that autistic children learn to participate in the socio-dramatic play, but the main type of game differs qualitatively from other children with developmental disabilities and depends on the severity of disability.

After training-therapeutic play, verbal skills were improved (Thorp et al., 1995). However, improvement in spontaneous speech was displayed after therapeutic intervention and may not be due to therapeutic intervention.

In conclusion, the results of the study show that socio-dramatic games can be effective as part of whole treatment to improve game, speech development and socialization of children with autism in combination with appropriate developmental prerequisites (Thorp et al., 1995).

Finally, since the early 1920's, perception and the ability to play were connected and many studies concluded that games can become a better benchmark for children with autism than the traditional psychological tests. Traditional tests are based on verbal responses and the willingness of children to work together. As children with autism have severe problems in linguistic, perceptual and social capacity, many researchers suggest use the game as a valuable tool.

#### 4. Approaches to reinforce games

Although game is the main preoccupation of children with autism it is not included in the curriculum and is usually treated as an activity that takes place during breaks. This way of thinking has to change and game needs to be included in the curriculum. Teachers and parents should stop considering game as a “waste of time” and help children with autism to learn to play properly.

### 5. The characteristics of play in children with autism

Children of normal development, ever since from one year old begin to play on their own initiative and until four years old develop an organized symbolic and socio-dramatic play with children of the same age. Children with autism, however, fail to develop until the age of four years organized symbolic and socio-dramatic play (Table 1).

The sensorimotor game is what dominates and therefore beyond the verbal mental age, during which in non-autistic children declines and is characterized by stereotypes and repetition, e.g. putting objects in their mouth, hitting, throwing toys. The dominance of sensorimotor behaviors prevents the normal appearance of curiosity and leads to the inability to develop the concept of themselves as actors. It therefore prevents the development of the symbolic-imaginary game (Powell & Jordan, 2001).

Their exploratory game is also problematic. They prefer to play with objects they find at home (e.g., caps, ribbons, etc.) and not with specific games. There are curious to explore games.

Symbolic game is usually absent. They prefer to play alone and find it difficult to show that they want to play. Their difficulty in symbolic game is due to difficulties in organizing their thinking and communicating these thoughts to others.

They also cannot participate in imaginary games because of the literal way they view things. Fake game involves children's ability to surpass the literal message of situations. It is necessary not only to attribute imaginary properties to objects, but also to understand that other people can do that as well. This is very difficult for children with autism (Jordan, 1999; Sherratt, 2002).

They do not participate in spontaneous-free game, not because they cannot, but because they find it difficult due to the repeated failures which lead to disappointment and defuse lack of motivation to play (Stahmer, 1999).

Their operating the game is also problematical. They do not participate in complex operating games but only in simple functional games (Williams, 2003). This form of play presupposes that the child can mimic, and this skill is difficult for children with autism.

They also do not develop scenarios in their games and they do not understand the scenarios of other children (dramatic play).

Table 1. Developmental stages of the game in non retarded children and children with autism (Schopler & Mesibov, 1998).

Age of children	Non retarded children	Children with autism
1 <sup>st</sup> year	Start to play on their own initiative	-
18 months	Development of symbolic acts(pretend to drink, talk on the phone)	Very limited game
24 months	Applying routine games of pretending with dolls (e.g. feeding the doll)	Minimum curiosity to explore the environment, use of toys in an unusual way, e.g. twisting them or aligning them

### 6. Types and forms of games

Besides the variety of features, game as mentioned above can have different forms and appears in many ways, (Zigler et al., 2004; Terpstra, 2002; Coplan & Rubin, 1998) as:

- Lonely when the child plays alone;

- Parallel, when children play side by side, occasionally looking at each other;
- Companionship, when the child plays with other children and with the same toys;
- Cooperative, when playing with other children the same game, having a common goal and specific roles;
- Sensor motor play (6 months-2 years), when children explore the physical properties of an object, putting it in their mouth, tapping it, throwing it, etc.;
- Exploratory when children are involved with the accretion of objects, e.g. setting bricks, placing objects one into another, etc.;
- Kinetic or physical activity game such as running, climbing, slide, seesaw and other games of physical activity;
- Operating when children understand the purpose of the game and use them appropriately;
- Constructive – construction when they use materials to build something
- Games with rules, where children play following rules (e.g. a board game or a ball game);
- Symbolic play, pretend play (also referred to as socio-dramatic), where children substitute objects, e.g. the bottle in their arms is a baby, attribute properties to objects, e.g. pretend that the baby crying, etc.; and
- Rough and tumble game, when children participate in fun argues (fake squabble, fake fighting, chase) by pushing other kids, but not in an aggressive mood.

All these kinds of games are necessary for children. Each of these enhances the child's development. For example:

- The game that includes movement and interaction helps the child to develop physical and motor skills;
- The game that includes sounds and words helps develop linguistic skills;
- The game with rules helps children to learn their responsibilities, their duties, as well as the nature of rules; and
- The fake-imaginary or symbolic game is particularly important because it benefits every aspect of development of children and promotes school readiness. Vygotsky (1967) refers to pretend play as a social activity and a form of communication.

#### 7. The use of game in the treatment of children with autism

The use of game in the treatment of children with autism provides significant benefits for these children. Autism is a severe social-communicative disorder. Children with autism are extremely difficult to relate to others, especially to children of the same age in ordinary ways. Game is a wonderful tool that can help children with autism to participate in interactions. When it is used properly game can also allow children to discover their feelings, their environment, and their relationships with parents, siblings and children of the same age.

Play therapy can be taught to parents and parents can be the therapists of their own children, while at the same time creating a stronger and more meaningful relationship with them. Several researchers have emphasized the benefits of play therapy for children with autism.

Thus, Carroll (2002) claimed that through play therapy, children develop the ability to express themselves through play. Hess (2006) suggested that with play therapy children with

autism learn to answer questions correctly, proceed to appropriate and spontaneous social interactions and develop their ability to make-believe. Josefi et al., (2004) argued that the treatment using game helps the development of autonomy and the development of make-believe play, but does not helps to reduce formalistic behaviors that children with autism develop.

Lowery (1995) stated that through play therapy the existing capacity of children with autism to build relationships is developed even more. Also, Mero (2002) argued that, through interaction during play therapy, children with autism develop and individualize. Sherratt (2002) argued that teaching game to children with autism increases the flexibility of their thinking.

He said that teaching games helps to reduce repetitive and rigid behaviors and encourages the development of communication in children. But Williams (2001) argued that with proper teaching of games children with autism can learn to participate in imaginary play with other children.

Play therapy has therefore emotional and social benefits for children with autism and mostly non-prescriptive play therapy. In non-prescriptive play therapy the child chooses the pace of the game and thus the autonomy of the child at the game is increased. Furthermore, the orientation of play therapy in emotional reactions of children and adults and the use of empathy by the therapist to penetrate internal solitary words of children, guide the areas of development in which people with autism have serious deficits (Josefi & Ryan, 2004).

In non-prescriptive play therapy children with autism become more competent and willing to do things alone. Thus, their initiative, the beginning of interactions from themselves and the game are increased. Children play continually incorporating new activities. Moreover, they learn to accept rules and restrictions.

In play therapy the autistic child develops an attachment relationship with its therapist and the interactions between them are increased. Also, physical and eye contact are increased and improved by binary game. Non-prescriptive play therapy provides the right environment in children with autism to develop therapeutic relationships. It gives children with autism, like other children with emotional problems, emotional security and relief. It provides a protective environment where the emphasis on the game with the adult and the acceptance by the physicians of the ability of children with autism to promote by themselves the therapeutic change under supportive conditions.

Play therapy leads to the increase and development of games of children with autism. The child is most concentrated in the game. Furthermore, its preferences for game activities change. The child seeks more for activities involving combined attention and direct social interactions with the therapist, e.g. playing with blocks. It also begins to manifest interest in games with symbolic attributes (e.g. Doll's House, phone, etc.).

## 8. Conclusion

In conclusion, all children and children with disabilities need to play because by playing they learn and develop. Game is an activity for all children and all families. Teachers and preschool and school programs should provide developmentally appropriate opportunities for games that will meet the needs of children with disabilities. But parents and careers of children with disabilities should enjoy interacting with their child at its level, without external criteria of success. Through these game interactions parents are assisted as they feel that in this way they improve the lives of children and their families.

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## The Preschool Child: Initiative, Active and Independent

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### *Abstract*

The paper's purpose is to study and present the possibilities of the educational environment in kindergarten for stimulating the child's initiative, activity and independence. The study was conducted in 35 groups in kindergartens in different settlements. The results obtained indicate that there is an educational environment that creates prerequisites for the active participation of the child in the various activities – play, learning, communication, and work, for the expression of children's independence and for showing initiative. Some recommendations are summarized aiming to use the qualities already developed in the child at preschool age as a basis for personal development and stimulation of children's creativity, teamwork and sociality.

**Keywords:** activity, child, initiative, preschool age, independence.

### 1. Introduction

The pedagogical community today has focused its attention on the child, the specifics of early childhood development, childhood as an essential stage of human development. Naturally this pre-school childhood stands out in this all-encompassing material, mainly because of the importance of the age potential of a 3-7-year-old child for his or her overall development, for the development of his/her psychic, social, emotional, moral-volitional qualities and abilities. Children's activity during this period produces initiatives, self-actions, creative fulfillment, social benevolence, prosocial behavior, and special status in the children's group community. The realization of the age potential and the individuality of each child presupposes permanent amplification (enrichment) of the educational process and creation of conditions for active child development. It is in the sense of active child development and the qualities of the cognitive and social skills and competences of the child from preschool age that it is important for researchers of these processes to permanently emphasize their activity, initiative and independence.

Undoubtedly, the vision of children's activity is difficult to standardize. According to Valkanova, "at the beginning of preschool age, activity is expressed in the imitation of children. Later, it manifests itself in the actions they perform according to the instructions of the adults, and finally - in the performance of independent actions, combined with asking numerous questions, to reach at the end of the period creative activity in performing of individual initiatives and actions (Valkanova, 2006). Specifically, Koleva (1998), defining the activity of children in social terms, offers differentiation of different types of children's groups, namely (Koleva, 1998: 122):

- Socially active children with high levels of initiative, willingness, and independence;
- Socially active children with predominant initiative and self-dependence, and difficulties in willingness;
- Socially active children with predominant performance and self-dependence;
- Socially active children with predominant willingness but low self-dependence;
- Socially active children with low level of initiative, fulfillment and independence, the so called “socially waiting” children;
- Socially active children with a strong impulsiveness of the initiative, a high degree of independence, without a desire for self-dependence and organization;
- Socially active children with an expressed impulsiveness, negative initiative and low level of independence, socially reactive children;
- Socially passive children with an expressed positive or negative orientation, etc.

For Koleva, “a collective image and perhaps an outward expression of child activity is child initiative – from the most elementary cognitive and social actions (facial expressions, gestures, high hand raising, finishing the work of another child, often chaotic actions, to meet the need for expression, etc.) to the conscious and planned activities proposed by the particular child and accepted by others in the group - in the process of learning, work or play” (Koleva, 2015: 93). An understanding of children’s initiative is generally offered by M. Montessori (Seldin, 2016) – “all children act as” young scientists “in their desire to observe and experiment with their world in the form of” what if “... Children are born with great imagination and a strong desire to explore the world. Encourage this pursuit, help them discover the beauty and wonder of everything that surrounds them.”

For Koleva (2015) an initiative child is any child with a standard or non-potential for action and development, a child with a will for self-expression and self-affirmation, a child with a real opportunity and need for interactions in the social environment with the aim of new actions and solutions for overcoming problems. One of the essential messages of the initiative child is *I want to be noticed....* At the same time, for Poddyakov (1994), the preschool child's initiatives are dictated by the specifics of his “vague, unclear, undifferentiated” perceptions of the outside world – “they provoke and at the same time support children’s initiative by interacting with the more accurate and already established knowledge and experience of the child, which are a prerequisite for self-development, self-stimulation of his thinking and operationalization of his needs.”

Self-dependence, in turn, is related to the ability to evaluate opportunities, plan activities, predict results and perform independent actions with a view to completing a task, achieving a goal without the help of others. According to Dimitrov, this also applies to the child in preschool age, who, based on his experience and without the help of others, can independently and adequately evaluate some of his options and correctly predict the results of his own activity (Dimitrov, 2012). The main features of independence are:

- The ability and desire to select and implement appropriate actions on the situation;
- Decision making ability;

- Dependence of degree of self-dependence on cognitive (insight into the requirements of the situation, intellectual abilities, etc.), and motivational (eg activity, specific needs, curiosity) factors (Dictionary of Psychology, 1989);
- Availability of acquired actions by the subject to help make appropriate decisions for the situation;
- Willful state of the individual, who can perform self-activity, thanks to his own knowledge and habits, ideas and concepts, skills and beliefs, habits and life experience, without side help (Short Psychological Dictionary, 1985);
- Implementation of the planned and self-control;
- Taking responsibility for actions and acts (Ilyin, 2012).

According to Lublinskaya (1978) at the age of 3 to 7 years, the prerequisites for the emergence of a “striving for independence” are created. According to the author, the signs of children’s independence are (*Ibid.*):

- The child’s independence has nothing to do with his or her spontaneous behavior.
- True self-dependence as an extremely valuable feature of the individual can only be nurtured on the basis of the relevant habits worked out, i.e. of created stereotypes that meet the requirements of adults.
- The level of self-dependence of children increases with their development, with their rising ability to perform complex physical and mental activities.
- Three stages can be identified in the development of self-dependence. Stage one – when the child is acting in the usual conditions for him or her, in which the basic habits have been created, without being reminded, encouraged and assisted by the adult. Second stage – the child independently uses the usual ways of acting in new, unusual, but close and similar situations. In the third stage, a further transfer is already possible. The adopted rule acquires a generic character and becomes the criteria for determining the child’s behavior under all conditions.

What is more, “sometimes, through the gaps in the wall of constraints, more autonomous decisions are visible, in some cases relatively important...”, “and this means free development of the intellect ... and the child and enables new ways of realization, new ways of exercising the intellect” (Weber & Diaz, 1985).

The interest in the three commented qualities is logical and based on their importance to both the individual and society. As Shchetinina argues, personal initiative and commitment enhances a child’s personal experience and influences his or her orientation in the world around him/her. This is due to the fact that the initiative places the subject in different relationships and mutual influences and is a sign of an active position in the social group (Shchetinina, 2000). In turn, active presence and participation in the life of the child group is a prerequisite for interpersonal relationships and self-expression and accordingly appears as a factor for the overall development of the child (*Ibid.*). Hence the need to stimulate them during the preschool years. A need that, according to Shchetinina, also applies to the qualities of autonomy and self-control. The presence of a high degree of self-dependence is an expression of the successful orientation of the individual in the environment and the teacher’s focused work to develop the child’s need for independence (*Ibid.*). The pursuit of self-dependence is observed at the beginning of pre-school age – towards the age of three, and earlier in some children, depending on the individual characteristics of temperament (Ilyin, 2000). The development of self-dependence in children is directly related to the development of self-awareness (*Ibid.*).

The three qualities of initiative, activity and independence are interrelated. The first accent in the cited correlation could be accepted the answer to the question: How are activity and

initiative related to independence? According to Shchetinina, the degree of activity and initiative, the interest in one or another activity and the desire of the child to engage in it, as well as the achieved results, is possible to assess whether there is a need for independence in the child from preschool age. The need for independence, according to Shchetinina, is an essential indicator of the level of independence. It is important for pedagogical practice to know that the realization of the child's needs for independent implementation of the activities depends on the ability to achieve results, the availability of the necessary skills, habits and ways of action for the child (Shchetinina, 2000). This is the result of the essential role of the teacher, the family, and the pedagogical environment.

The second accent is: How does independency affects the activity and initiative? Having the necessary abilities for independent action gives confidence to the child and stimulates on the one hand the activity and persistence in achieving the goals, and on the other the independence in the choice of methods of activity. In this way, the whole development of the child's independence is closely related to his psychological characteristics such as activity, initiative, self-control (Shchetinina, 2000).

According to Hristova, "the manifestation of independency in the pedagogical practice is most often associated with the activity and readiness for its implementation, i.e. independency is the ability of a person to organize, conducts and implements his activity without receiving any other help" (Hristova, 2015: 24). In the process of pedagogical interaction in kindergarten, the child must: "learn to set goals and tasks independently, to analyze the conditions for their course and achievement, to make assumptions and formulate hypotheses", to be involved in solving problematic situations, by offering options and finding solutions, "to overcome differences, to organize and correct the course of both individual and joint activity, achieving a positive result" (*Ibid.*: 24). Increasing the level of independence and the ability to act without the help of adults also increases children's initiative. According to the available theory on the problem at the end of preschool age, the child should be able to direct his or her initiative, faster and better to fulfill what he or she has been instructed to do (*Ibid.*).

All this proves how important is to receive up-to-date information on the levels of manifestation of the studied qualities and their stimulation in the environment of the children's group.

## 2. Method

A survey of 93 children aged 5-7 years attending kindergartens in the cities of Blagoevgrad, Dospat, Yakoruda, Samokov and Kyustendil was conducted in 2018 and the analysis of the obtained results is the basis for the following conclusions:

**The child aged 5-7 years is initiative.** 70% of children are highly initiative. 20% of the surveyed children are of moderate initiative and 10% of them with low.

It can be specified that 10% of children receive maximum points, and in fact, these are the ones where, according to the teachers, the indicators are often displayed. Generally, it can be said that these children prefer to play the leading role, are often initiators of different activities and engage in activities initiated by other children, are active in all activities, often share an opinion on the issues discussed and defend their position, striving to a leadership, love being the center of attention and being the first in everything, have no concern about any new and unfamiliar activities and are not afraid to begin their implementation, the attention of others brings them satisfaction.

The additional analysis of the quantitative data on the indicators highlights the manifestations with the highest frequency and can be defined as leading in the behavior of the

initiative child. There are three of them, namely: satisfaction in receiving attention from peers and adults, the desire to participate in all activities, the desire to respect the personal opinion. Manifestations with lower scores point to the need for the teacher to create more favorable conditions for the expression of children's initiative in the group with regard to: the active participation of the child in activities, which helps to increase his or her personal experience and self-esteem, as well as to the feeling for belonging to a community group; respecting the opinion of each child, and the child must understand that his or her opinion is significant, but that equally important is the opinion of the other. It is of particular importance as early as the preschool age that the child learns not by insisting, but by asserting himself to participate with personal opinion in discussions and decision-making (Dzhorova, 2018).

**The child in the preparatory group is active.** The results of the study, although placing the initiative and activity of the child on different levels, confirm that "the child is active, full of energy ... with highly developed needs for self-expression, success and new impressions" (Vasileva, 2009: 25). The maximum score (48) was not obtained by any child. A high level of activity was found in 41% of the children tested, which is well below the result representing the initiative of the children. 49% of the children surveyed have moderate activity. Further analysis of the results by individual indicators explains the difference between otherwise interrelated qualities of activity and initiative. It is evident that the indicators with the lowest score are related to the manifestation of stubbornness and aggression, as well as loud speaking and noise (Dzhorova, 2018).

The teachers' pointed observations indicate that these manifestations are less common in children and although, according to the diagnosis used, they are related to the degree of activity, in this case they reflect a good trend indicating that a preschool child can develop self-control skills, considering the others, evaluation and judgment. Poor performance on specific indicators is reflected in the level of activity. The activities with the highest score specify the activity of the 5-7 year old child. High activity of children is mainly related to participation in interactions with peers, active participation in games, desire to engage in activities, interest and good mood. On the basis of the obtained results, and expectations, claims to the pedagogical activity of the teachers are formed and in particular to (Dzhorova, 2018):

- The selection and structuring of cognitive content;
- The inclusion of "outsiders" for the institution - parents and other family members;
- Adequate organization of space in the kindergarten;
- Creating conditions for the expression of prosocial behavior in the middle of the child group.
- Opportunities for separation from the group – space, time, materials for privacy and protection of privacy. Practical ideas can be drawn from the Montessori Method and the possibilities of outlining personal space.
- Targeted orientation of the child in the world of objects and relationships by revealing the importance of each component in order to minimize the acceptance of the discussed and considered as insignificant and secondary.

**The child of preschool shows a high degree of independence.** The quantitative data show that in 83% of the surveyed children the degree of independence is high, in 14% it is average and in only 3 of the children the degree of independence is low. The maximum score is not reached by any child. It is evident that independence has the highest results and it can be said that the manifestations of the child from preschool age are most often an expression of his wish and desire for independence and self-dependence. It was found that 5-7 year olds know how to have fun, have their own opinion, try to do it on their own without seeking help from peers and adults, strive for the end result, have organizational skills and habits, they are able to find solutions

for themselves in situations of conflict, they are executable and they can participate in both group and individual games. Here the main role of the educator as a manager of space and relationships in the children's group is outlined, that is, to organize and create the conditions that will allow to satisfy the need for independence (Dzhorova, 2018).

The results of the indicators allow the analysis of the three leading manifestations related to the independence of preschool children. The self-activities are something typical and distinctive for 5-7-year-old children, which we accept not as an expression of loneliness, but as a desire for independent activity and expression, for expressing own opinion and judgment, for choosing and preferring when, where and what to do. The desire for independency in the child's early childhood and the desire for it is highly evident.

The obtained high results are grounds for assuming that, with regard to the manifestations / indicators included in the diagnostic procedure, an acceptable level of realization in the pedagogical practice has been achieved, which also defines them as significant for it. Apparently in their formal and informal interactions with the child, teachers stimulate children's independence and reduce their dependence on the other. At the same time, this is probably one of the reasons for the rare manifestation of help found through the activity card. Of course, the influence of other factors – family, children's group – is not excluded. In such a situation, it is advisable for the educator to draw the attention of the children to the understanding that a person is valuable but is part of a group/society and successful groups are those in which there is cooperation, assistance, understanding and more. The results show that there are children who have no problem getting help from others, both in performing specific activities and in resolving conflicts with other children. Probably these are the children who are willing to offer their help.

The instrumentation used in the study is:

*Activity Manifestation Card* – by A. M. Shchetinina and N. A. Abramova,

*Initiative Manifestation Card* – by A. M. Shchetinina,

*Independence Manifestation Card* – by A. M. Shchetinina.

The cards are filled by an educator based on repeated observations of the child's behavior in different situations. The frequency of a particular behavior determines the point that the educator will place in the designated cell: *never, rarely/sometimes, often/always*. Each card shows the range of points that determine the degree of activity, independence and initiative (Dzhorova, 2018).

The conducted in 2018 survey and analysis of results present the preschooler as active, initiative and independent. At the same time, it raises an important question for pedagogical theory and practice: Is the development of these qualities in the conditions of kindergarten stimulated? Realizing that their stimulation is directly related to many factors - educational environment, teacher approach, organization and conduct of pedagogical situations, interpersonal relationships, interior and exterior of the institution, involvement in the "life" of the kindergarten of family members and other outsiders, this study **aims** to identify opportunities for activity, initiative and independence of the child in kindergarten. Achieving this goal will also reveal the correlation between the results, indicating the availability of developed skills for independence, activity and initiative, and kindergarten – as a material environment and an environment for the realization of pedagogical interactions.

In order to achieve the purpose of the research, an author's questionnaire was developed containing 26 statements, 5 of which were directed to the conversation with the children (Annex 1). The questionnaire was filled in by 15 students from the specialty of Preschool pedagogy and 20 students from the master program of Preschool pedagogy conducting current and pre-graduate pedagogical practice in kindergartens in different cities and different age groups.



On the basis of their daily attendance in kindergartens, students point in the questionnaire the ascertained by them regarding the included statements. The frequency of expression of a particular statement determines the score to be placed in the cell specified: *never* - 0, *rarely* - 1, *often* - 2, *always* - 3. The maximum score that can be obtained is 78 and the minimum is 0. We accept that a score of 60 to 78 determines the presence of a highly stimulating child's independency, activity and initiative, 30 to 59 on average, 0 to 29 - low.

The studies were conducted in 35 groups of children – 2 first groups, 10 second groups, 9 third group and 14 fourth groups, in twelve settlements – Kyustendil, Belitsa, Blagoevgrad, Gotse Delchev, Debren, Kornitsa, Mikrevo, Petrich, Razlog, Samokov, Sandanski, Sofia.

The quantitative data show that 74% of the groups have a high degree of ability to stimulate the studied qualities. The other 26% are in the medium range. It is evident that there is an absolute correlation between the results, ie. In an environment that promotes children's independence, activity and initiative, children are educated and in their daily activities, strive for expression of these qualities. It can be summarized that:

**In many kindergartens, conditions are created to stimulate initiative, activity and independence** by: involving parents and other family members / the public in the life of the institution and the activity of the children, respecting the rights of the child and his/her right to participate / to not participate in activities, seclusion of the child at his will and need. As a conclusion, is formed the statement that there is “appropriate organized pedagogical interaction in a properly organized environment in order to acquire knowledge and skills that will allow the development of independence (Hristova, 2015), and not only.

**In the children's groups included in the study, the teachers contribute to the development of children's abilities in initiative, activity and independence direction.** This happens through: planning cognitive content that stimulates the child's activity to master knowledge, skills and competences about the outside world, realizing pedagogical situations according to the child's interests in a particular problem, discussing the topic and orientation of the pedagogical situation/additional activities with children, organizing children's “debates” on various issues, forming teams for common activities according to children's preferences/choices, using new materials and didactic tools to stimulate children's activity and initiative, offering a variety of activities.

**The child is at the center of the pedagogical process**, honored and respected and has the opportunity to express his or her independence and activity. The quantitative results indicate that it often and almost daily the child has the possibility of: independent choice of activity, free access to materials for work, independent participation in experimental research/carrying out experiments, expressing opinions and sharing a personal point of view during the pedagogical situation, interactions and discussions with peers, participation in optional activities.

**There are clear rules in these institutions**, that are understandable for children and they actively participate in kindergarten activities: they perform day-to-day duty, as the child on duty is determined by other children based on pre-set criteria, they participate in serving, cleaning the tables, and daycare room arranging, children are engaged with responsible tasks – care of plants, animals, checking of absent children, checking of materials and performing activities in kindergarten, while it is provided sufficient time for the child to self-handle the task.

With regard to the issues of and to the child, it can be summarized that **in these institutions the children's curiosity with the external expression “question” is satisfied by the teacher**, and the questions towards children in the pedagogical situation imply expression of personal experience, impressions and experiences; making findings that reveal the amount of knowledge about environmental reality; expressing motivation for active action and

behavior in the environment and ways of action and behavior; assessment and self-assessment of actions and behaviors in the environment.

What are the statements that get a lower score and what do they reveal about pedagogical reality? First of all, it should be noted that none of the claims is alien to the kindergarten environment. However, there are those who exhibit higher levels and those for which the degree of manifestation is average.

**Frequent and everyday manifestations are mainly related to:** offering cognitive content stimulating the activity of the child, discussing issues of interest to the child, ensuring the child's independence in the kindergarten space, the opportunity to express personal opinions and participate in optional activities, use a variety of materials and didactic tools in the pedagogical activity, a variety of activities planned by the teacher, providing sufficient time for self-handling of a task, involvement and the children's activities of the institution – servicing, table cleaning and arranging the daycare room, satisfying the children's curiosity by answering the exciting problems and questions, talking to the child allowing expression of personal experience, impressions and experiences, making findings based on experience and knowledge requiring the expression of motivation for action manifestation and behavior in the real environment, evaluation and self-assessment of actions and behavior in the real environment.

**Less frequent than the previous ones are manifestations connected to:** possibility for independent choice of activity and independent participation in experimental research activity, planning of pedagogical situations in which the interests of the child to a particular problem are leading, joint choice of a problem for discussion or additional activity between the teacher and the children, organizing children's "debates" on various issues, taking into account the preference of the child to participate / not participate in activities, the possibility of seclusion in the kindergarten space, forming teams for common activities based on the preferences of the children, assigning responsible tasks to the children and involving them in the activities of the institution – plant care, animals, checking for absent children, checking materials and performing activities.

**With the lowest scores are the manifestations** aimed at including "outsiders" for the institution in its activities and clearly defined rules and pre-defined criteria regarding interactions in the child group.

It is evident that teachers successfully meet some of the expectations outlined in the survey conducted in 2018, namely regarding the selection and structuring of cognitive content, adequate organization of the kindergarten space and creating conditions for the expression of prosocial behavior in the environment of the children's group.

This study reinforces the recommendations regarding the need to create conditions for the inclusion of "outsiders" for the institution and the possibility of separation from the group if desired by the child, practical ideas for which can be borrowed from the Montessori method, etc. (Dzhorova, 2016).

The frequency of manifestations is the basis for the systematization of new recommendations regarding pedagogical practice:

1. The high dimensions of childhood initiative, activity and independence in preschool should be the basis for expression of creativity and a means of achieving the end result applicable in the daily life of the child and / or institution. According to Lazarov, the ability to independently achieve goals and achieve results is directly related to the non-standard in thinking, which in turn is an important prerequisite for the formation of innovative personalities (Lazarov, 1989).
2. The pedagogue should focus on the child's awareness of independence and the ability to handle only the tasks as part of a puzzle, i.e. to understand that his or her

independence is valuable when it contributes to the development of the group/society, not when it is isolated from the whole.

3. To stimulate the planning and implementation of team initiatives and to use the lack of fear from the new, the unknown, as well as the acceptance of mistakes as an opportunity for the child to reach “knowledge” only by enriching personal experience as a result of involvement and participation in various activities.

### 3. In lieu of conclusion

Two consecutive author studies have found:

- According to the teachers’ assessment, the preschool child is initiative, active and independent.
- Based on the assessment of the external persons – students, it turns out that in the kindergarten there are conditions that stimulate the initiative, activity and independence in the child.

The correlation between the two is logical, but at the same time of interest is the natural continuation of the research with a study of the preschool child's attitude towards the observed qualities and his assessment of the possibility to show them in the environment of the group and kindergarten.

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## Annex № 1

**Questionnaire****Dear colleagues, students,**

The purpose of this questionnaire is to obtain data on the basis of which the possibilities for activity, initiative and independence of the child in the kindergarten / educational environment are analyzed.

Please read the statements and on the basis of what was observed during the undergraduate pedagogical practice, and your personal activity and participation in the pedagogical process, mark the corresponding to what is happening in the child group by placing the corresponding score in the cell according to the frequency of manifestation.

*Thank you for your time!*

Never - 0   Rarely - 1   Often - 2   Always – 3

Age group:.....

Children in group:.....

Settlement: .....

INDICATORS	FREQUENCY OF MANIFESTATION			
	Never	Rarely	Often	Always
The planned cognitive content for the pedagogical situation stimulates the child's activity to master knowledge, skills and competences about the surrounding world.				
The child has the opportunity to choose an activity independently.				
The child has the opportunity to freely access work materials.				
The child has the opportunity to participate independently in research/experimentation.				
The child has the opportunity to express opinions and share personal point of view during a pedagogical situation				
The child has the opportunity to discuss with peers participation in optional activities.				
The activities of the group include "outsiders" for the institution – parents and other family members.				
The child's interests in a particular problem are grounds for planning pedagogical situations such as content and organization.				

The topic and focus of the upcoming pedagogical situation/additional activities are discussed with the children.				
Children's "debates" are organized on various issues.				
The child has the right to participate/not participate in activities and the pedagogues are in compliance with it.				
There are conditions for the child to seclude/stay only when he/she wishes.				
Teams for general activities are formed according to the preferences/choices of the children.				
In the course of the situation, new materials and didactic tools are used to stimulate children's activity and initiative.				
The teacher offers a variety of activities to stimulate children's activity and initiative				
Sufficient time is provided to handle the task independently.				
The child on duty for the day is chosen by other children based on predefined criteria.				
Children are involved in serving, cleaning tables and daycare room arranging.				
The children put on their shoes alone, they get dressed and receive guidance and assistance from an adult only when needed.				
The children are assigned responsible tasks - plant care, animal care, checking the absent children, checking materials and performing kindergarten activities.				
The child receives an answer to his/her questions.				
Questions for children in the pedagogical situation are: - aimed at expressing personal experiences, impressions and experiences; - ascertaining the extent of knowledge about surrounding reality; - requiring motivation for active performance and behavior in the surrounding world; - with a practical focus, allowing expression of means of action and behavior; - requiring assessment and self-assessment of actions and behaviors in the surrounding reality.				



## Some Social Aspects of the Secret Doctrine of Elena Blavatsky

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### *Abstract*

The paper attempts to show the social character of major philosophical aspects in Elena Blavatsky's the Secret Doctrine. These are the staging of Unity in the Universe, of the continuous movement of the Cosmos and of human being, of the evolution under the rules of cause and consequence, of cyclicity and hylozoism. Proper understanding and knowledge of these foundations of the Universe could change the mass consciousness and serve as a basis for the creation of a society guided by the principles of love, charity and mutual assistance. And these are essentially alternatives to the current risk society in which human civilization resides.

**Keywords:** Blavatsky, social, Unity, Universe, evolution, alternatives, risk, human.

### 1. Introduction

This presentation is an attempt to represent the social significance of one of the guiding philosophical principles of Theosophy, understood in its broad sense as knowledge of Nature, the world, man, and God. It has existed since ancient times. It has developed in India and Ancient Egypt, in the Hermetic tradition, the Pythagorean School. It has formulated for the first time by the Neo-Platonists in the late 2<sup>nd</sup> century AD, found a new dimension in Gnosticism, in the mysticism of Paracelsus, Boehme, and Swedenborg in the 16<sup>th</sup>-18<sup>th</sup> centuries. Then – in the Theosophical writings and society, founded by Helena Blavatsky in 19<sup>th</sup> century. In the 20<sup>th</sup> century, the tradition continued by Helena and Nikolai Roerich, the Bulgarian White Brotherhood and the work of Nikolay Raynov, and the following Theosophical ideas in the late 20<sup>th</sup> and early 21<sup>st</sup> century.

This paper is an attempt to show the essence and social significance of the law of Reincarnation, of Karma – cause and effect, underlying philosophical aspects in Theosophy. Scientific research in this area is scarce worldwide<sup>1</sup>, although in the last two decades, there has been a marked increase in interest in Theosophy and, accordingly, in the publication of scientific

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<sup>1</sup> See: Wouter J. Hanegraaff, *The globalization of Esotericism*, in:  
[https://www.academia.edu/20498246/The\\_Globalization\\_of\\_Esotericism](https://www.academia.edu/20498246/The_Globalization_of_Esotericism).

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articles on theosophical issues<sup>2</sup>. Reincarnation and Karma are challenging metaphysical realms to explore. Their study requires both a wealth of empirical material in the form of testimonies to an innumerable number of people about their memories and experiences in previous lives and new methods. These methods are related to the development of extrasensory perceptions, a possibility that is extremely rare in the history of Mankind. At the same time, these spiritual and psychological qualities are becoming more and more common as the essence of children born, called indigo, crystalline, rainbow children. The scientific study, as far as it exists, of reincarnation and Karma is within the testimony of people with similar experiences. And the collection of sufficient empirical material for their memories and narratives to enable qualitative analysis and sound logical conclusions about the social importance of the laws of reincarnation and Karma in the life and development of human civilization.

The need for knowledge for the essence and effect of these fundamental philosophical principles of Theosophy justifies by the contemporary situation in the world society. The author of this paper presents the thesis that knowledge of the existence and operation of the reincarnation and Karma will lead to:

(1) Changes in the consciousness and attitude towards oneself and the world of the individual in the direction of strengthening and increasing the responsibility to one's own life and the social environment and society as a whole;

(2) These personal changes will become the basis for the socio-cultural shift in society for its real formation and existence through the principles of mutual understanding, cooperation, mutual assistance, charity, compassion, and brotherhood.

Such a thesis may seem utopian and unrealistic. The reasons for its exposure arise:

(1) From the essence of the laws of reincarnation and Karma. In short, they state that man lives thousands upon millions of lives. And death means only the end of the physical body, but not the immortal particle, commonly called the Spirit in man.

(2) Experience in every new birth is determined by the actions and choices made by a person in a previous life – this is the Law of Karma, the law of cause and effect. When a person is aware and convinced that the daily well-being that he or she makes with his actions, words, deeds depends on personal well-being, then that person becomes a radically new person in modern society. A person who lives by the laws of essential honesty, honesty, nobility. And as difficult as it may be for such a person, he knows that the attacks, ridicule, deprivation he has to endure are merely the result of his actions in a previous reincarnation. And his current behavior, attitude towards the world prepares him for his well-being and happiness in the next life. Such a change, based on the knowledge of reincarnation and Karma, is not a change that is reported loudly and universally. It is an internal change of the individual and the hope that increasing the number of people with such awareness, understanding, and attitude to life will gradually or faster change the whole society – in the city, the state, the continent, the world.

## 2. Modern civilization requires knowledge of Karma and Reincarnation

The modernity and development of human civilization need a change, and the general situation conditions this need on Earth. Since the beginning of the new millennium, humanity has been moving towards an ever-expanding conflict and opposition at all levels – political, social, socio-cultural, religious, interstate, and international. The result is chaos, confrontation, violence, and wars that kill millions of people in different parts of the world. Other millions are becoming

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<sup>2</sup> See: Egil Asprem and Kennet Granholm, *Introduction to book Contemporary Esoterism*, in: <https://www.academia.edu/11761641/Introduction>.



refugees and disrupting order, peace, and tranquility in countries considered to be the model of modern society.

Attempts to find out why all this is happening only partially provide a logical explanation for the disharmony that has conquered modern civilization. One of the answers is related to the thirst for power and money, which underlies the desire for more influence and world domination. On the other hand, on a personal level, the decades-old model of material well-being increasingly diverges from the understanding of peace, harmony, and happiness that are the natural pursuit of man. Third, the distance from Nature turns to man and society into a tree without roots, which perceives the surrounding world solely as a source of food and raw materials. The planet's resources are destroyed, and millions of people starve while others throw-away tons of food. Irresponsibility and selfishness lead to an overpopulation of the Earth. It is possible that soon, according to UN experts, our planet won't be able to feed its population.

“Environmental problems are one of the most significant problems of our time”, notes Antoaneta Nikolova, and continues: “For several decades, ways have been sought to solve them. They are increasingly aware that they are inseparably linked to economic and social challenges and have common roots”. Antoaneta Nikolova points out that it is imperative to “rethink the worldview model we belong to and look for alternatives”<sup>3</sup>.

Concepts like “brotherhood”, “mutual aid” and even “cooperation” today seem demoted and archaic, despite being present in constitutions and laws. They give way to fear and terror, horror, violence, stock prices, and sexual passions. And this shows that humanity did not learn the lessons of the two world wars in the 20th century. The Earth civilization is rapidly moving toward its self-destruction, which is the destruction of weapons, the destruction of Nature and natural resources, the destruction of personality, and its transformation into an easily manipulated unit of the space of chaos. Consumer society, raised in a cult of Western civilization, creates alienation among people, confusion, futility, both individually and universally. Neglecting moral values and recognizing money as the highest value takes away the joy of Being, brings to the surface deep passions, and personifies the real human being. A sense of doom and hopelessness is creating, both individually and universally. There are no guidelines and goals that make sense of being outside material possessions.

As early as the late 19<sup>th</sup> century, the best representatives of European philosophy noted the onset of a global crisis, rooted himself: the falsehood of his historical Being and the limited forms of his self-knowledge. As Gergana Popova writes, the roots of the crisis and the decline of Europe, the degradation of the European man “can be traced more deeply – in Nietzsche’s critique of European culture, in the complaints of romantics about the lost connection with Nature, in the reflections of Rousseau for the corruption of European morals. In the late nineteenth and early twentieth centuries, the ‘crisis’ became a significant leitmotif in the fields of art, science, and philosophy”<sup>4</sup>.

The outlined lack of meaning and guidance in the individual and the universal human world necessitates the question of where we are going, where we would go if we continued as to what is the purpose of human existence. The items are not new and may be as old as intelligent civilization. It necessitates the expansion of the search for reasoned and satisfactory answers in an alternative direction of knowledge, which, without being a religion, seeks answers to questions in the spiritual plane, and reveals a different view of human development.

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<sup>3</sup> Nikolova, A., Environmental consciousness and the features of Eastern thinking, in: <http://notabene-bg.org/read.php?id=336>, last visited on 10/25/2019.

<sup>4</sup> Popova, G., The Motive of the “Crisis of Europe” in the Views of Oswald Spengler and Jose Ortega y Gasset, In: <http://notabene-bg.org/read.php?id=273>, last visited on 10/25/2019.

### 3. New directions in scientific thought

To this are added the purely methodological searches for scientific thought. “One of the most widespread opinions in contemporary scientific socio-political knowledge is that it is undergoing a radical transformation (“revolution”). It requires the creation of a new paradigm of knowledge and change of natural and social reality, a model that corresponds to and expresses the essence of the modern world, and which would allow the survival and further progressive development of humanity. Awareness of this need began in the first half of the twentieth century, with the new paradigm defines in different ways – “humanistic”, “antropospheric”, “biotechnospheric”, etc., incl. and “noospheric”<sup>5</sup>, professor Boris Manov writes in search of an answer to the question “Science or utopia is Vladimir Vernadsky’s doctrine of the noosphere”.

### 4. Helena Blavatsky and the Theosophical Society

In this series of conclusions and questions, one of the possible alternatives of our risk society is Theosophy, with its ideas about community and its development. Helena Blavatsky created the first in the most recent history of humanity the Theosophical Society in 1875 in America and, for the fulfillment of its purposes, wrote thousands of pages leading among them *The Secret Doctrine*, *The Isis of Revelation*, and *The Key to Theosophy*.

The goals<sup>6</sup> of the Theosophical Society are directed in three main directions: (1) Formation of the nucleus of the Universal Brotherhood of Mankind without distinction of race, color, or creed; (2) Contributing to the study of Aryan and other sacred manuscripts of world religions and various scientific fields to restore the importance of ancient Asian literary sources belonging to the philosophical teachings of Brahmanism, Buddhism, and Zoroastrianism; and (3) Exploration of the hidden secrets of nature in all possible aspects, as well as the mental and spiritual capabilities of man, inherent only to him.

These goals are enormous in scope and cover both the social aspects of the life of civilization and its cultural and evolutionary development. The question naturally arises: “Why exactly at this time – the second half of the 19<sup>th</sup> century, did the Theosophical Movement appear”. At first glance, its appearance and activity are surprising. The Theosophical “boom” in the ‘70s of the 19<sup>th</sup> century appeared out of nowhere. But the history of philosophy and of human civilization in its entirety – without being divided into Eastern and Western ones – provides convincing evidence that this “boom” does not come from an empty ground. It has roots, sound foundations and prominent representatives at all times and epochs – beginning with Ancient Egypt, India and China, Ancient Greece and Rome, even during the dark Middle Ages of Europe, the Renaissance, the Enlightenment and the decades immediately preceding the creation of the Theosophical Society in New York in 1875. In all times in the West and East, there were scholars, sages, spiritual leaders who shared and dedicated their lives to the ideas that are summarized in the goals of the Theosophical Society created by Helena Blavatsky and Henry Olcott. In their essence, these ideas are philosophical, ethical, and filled with a robust social charge. Added to this is Blavatsky’s acknowledgment that the “birth” of Theosophical Society in the 19<sup>th</sup> century was also the result of the total materialization of science<sup>7</sup>.

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<sup>5</sup> Manov, B., Science or Utopia is Vladimir Vernadsky’s Doctrine of the Noosphere, in: <http://notabene-bg.org/read.php?id=335>, last visited on 10/25/2019.

<sup>6</sup> Blavatsky, H., *The Key to Theosophy*: [http://www.theosophist.ru/Works/Key\\_to\\_Theosophy/title.shtml](http://www.theosophist.ru/Works/Key_to_Theosophy/title.shtml), p. 30, last visited 29/10/2019.

<sup>7</sup> Blavatsky, H. See: Introduction, *The Secret Doctrine*, vol. 1, ed. Astrala, 2005, p. 19-49.

## 5. Universal Oneness

In Theosophy, as well as in the philosophy of the East, the leading idea is Universal unity. It is Oneness of everything visible and invisible in the world around us and in us, on planet Earth, in the cosmos, and the Universes. This Oneness is all-pervading, ubiquitous, and all-encompassing<sup>8</sup>. It has no beginning and no end. It refers to the smallest particle, the smallest quark, proton, neutron, atom, and molecule to the same extent as minerals, rocks, plants, animals, humans, and the organization of their life called society. It is an inseparable unity of darkness and light, of Spirit and matter, of male and female origin. Lao Zu summarizes in *Tao Du Jing*: “All things bring with them, Yin and Yang”<sup>9</sup>. We are all and all connected – an idea deeply social in Nature because it outlines the natural unity on which life on Earth is based. And all of us, as individuals, as families, nations, states, are subject to the Law of Reincarnation, Cause, and Effect – Karma. The knowledge of this Law, its necessary action, impartiality, and inclusiveness is fundamentally essential. It is crucial to each individual and then to the family, group, nation, and all human civilization.

The law of cause and effect or the law of Karma is not unfamiliar with the upbringing in the dogmas of the Christian church. In the Old Testament, Karma is expressed as “Eye for eye, tooth for a tooth”<sup>10</sup>. In the New Testament, Jesus repeats, “What you sow, you will reap”<sup>11</sup>. The true profound meaning of these affirmations is made manifest upon familiarity with the law of Karma, always connected with the law of Reincarnation. In Theosophy, as in Hinduism and Buddhism, Reincarnation is a fundamental philosophical category and principle, an ontological definition of life choices and behavior. With the death of the physical body of the individual, the other three lower bodies are gradually destroyed – the astral, the etheric, and the lower Manas, the lower mental body of the deceased person. After each death of a person, the spiritual achievements of consciousness, of the higher mental body, the spiritual achievements of the Ego, remain from his physical life. In the various schools of the East, this is the fifth or third principle of man. It depends on whether the physical body counts him as first or vice versa – by the Atma as the first body of a man<sup>12</sup>. Another fundamental philosophical and vital principle in Theosophy is that the human being is not only a physical body. The second, invisible to the eye body, is astral. The third is etheric, and the fourth is animal Manas or Mind. The fifth is the highest human Mind. The sixth is the Spiritual Soul or Buddha, and the seventh is Atma, which is not always, connection with Universal Oneness, with the World Mind, with the Absolute, which, according to Theosophy, is everywhere – the all-pervading, all-encompassing and eternal, unity of Spirit and Matter. That is precisely the God of Theosophy, Blavatsky says. Helena Blavatsky notes that she calls this Oneness Divine not because it is anthropomorphic, but to make it more accessible to Western consciousness.

Absolute consciousness is eternal according to our understanding. Helena Blavatsky avoids using “eternal”, explaining this with the theosophical knowledge of space and time as always existing, nonlinear, and cyclical manifestations of our consciousness. In their infinity, concepts such as “eternity” lose their meaning. The World Mind, the Oneness of Darkness and Light, of masculine and feminine origin for the Theosophists are the true Divine Wisdom, not the anthropomorphized dogmatic authority called God.

The absolute consciousness is also called the Absolute Reality, the Absolute. Although the continual movement is its essence, the Absolute is the only reality that is immutable and,

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<sup>8</sup> Blavatsky, H., *The Secret Doctrine*, vol. 1, ed. Astrala, 2005, p. 58.

<sup>9</sup> Lao Tzu, *Dao De Jing*, Part 42: <https://chitanka.info/book/7620-dao-dy-dzin>, last visited 29/10/2019.

<sup>10</sup> *The Bible*, ed. St. Synod of the Bulgarian Church, 1991, Leviticus 24: 20, p. 139.

<sup>11</sup> *The Bible*, ed. St. Synod of, the Bulgarian Church, 1991, Galatians, 6: 7, p. 1438.

<sup>12</sup> See: Blavatsky, H., *The Secret Doctrine*, vol. 2, ed. Astral, 2005, p. 139-143.

therefore, non-illusory. As such the Absolute Reality, Divine Wisdom, is Non-Being – invariable and eternal in our perception and different from the other in the Being in which we live and which is continuously changing. Therefore it is an illusion, Maya<sup>13</sup>. This idea is also fundamental to Theosophy, Hinduism, and Buddhism.

From the Absolute Reality, from the Divine Wisdom, from the World Mind comes every manifestation of life and returns to it after physical death. Birth and death are a constant manifestation of the never-ending movement in this Absolute Being. Rest periods alternate with periods of activity, and this applies to the entire Universe, space, planets, plants, animals, and humans. In Eastern philosophy, these periods are called the Days and Nights of Brahma, Manvantara and Pralaya – equal in length, which is enormous and is described by more of a 10-digit number<sup>14</sup>. During the Night of Brahma, all forms of life in the Universe are dissolved in Non-Being, in Absolute Reality. At dawn, when the Brahma Day begins, or at the start of the new Manvantara, the new manifestation begins, the formation of forms. Every form, from the smallest particle to the planets and universes, begins to evolve from where evolution ended before the last Pralaya. Thus, each new Brahma Day, each new Manvantara, is a life of a higher evolutionary level, with growth always physical, mental, and spiritual<sup>15</sup>. In every Manvantara, the development of every world – mineral, plant, animal-human – goes through innumerable births and deaths, unnumerous reincarnations. The purpose of this cycle is to gain experience in the material world; to improve himself physically, mentally, and spiritually, following the Divine wisdom. It means following moral rules and ethical norms known and valid as the core of every religion on Earth – knowledge for good and evil, humanity, charity, mutual aid, and philanthropy. The evolution of every human Being continues through so many millions of reincarnations until its essence reaches the perfection of Non-Being, of Divine Wisdom. In this very long process, personal development starts from the smallest particle, cell, and molecule, passes through the lowest organisms, through the mineral and stone, plants and animals, to become human and continue to develop in human form one or more Manvantara, or in one or several Brahma Days.

The evolution of man is not an individual process but is part, only an aspect of the universal growth of the kingdoms existing on Earth – mineral, plant, animal, human. The ontological motivation of this universality is the guiding principle of Theosophy noted above. Blavatsky emphasizes “the philosophical, metaphysical, and naturalistic foundations of this statement”<sup>16</sup>. “All men have the same spiritual and physical origin, which is the basis of Theosophical Teaching. Insofar as humanity is the same entity and that entity is one – infinite, uncreated, and eternal, whether we call it God or Nature – nothing can affect one nation or one person without affecting another country or another man”<sup>17</sup>. In addition, Blavatsky emphasizes: “If every person does not understand and perceive as an axiom that causing harm to one person causes harm not only to him and to himself, but also to humanity as a whole, no fraternal feelings preached by different great reformers, and most fully Buddha and Jesus, are not possible on Earth”<sup>18</sup>.

After physical death, there remains the permanent part of the deceased person – the Atma, the Buddha, and the Supreme Manas or the spiritual achievements of the individual. After a certain period of time – different for each person, the immortal part of the individual, united with the Absolute, is born again in a new body. It is taken according to the Laws of the Continuing

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<sup>13</sup> *Ibid.*, v. 1, p. 89-90.

<sup>14</sup> *Ibid.*, v. 1, p. 86.

<sup>15</sup> See: Blavatsky, H., *The Secret Doctrine*, vol. 2, ed. Astrala, 2005, p. 386.

<sup>16</sup> Blavatsky, H., *The Key to Theosophy*, <http://www.theosophist.ru>, p. 31.

<sup>17</sup> *Ibid.*, p. 31.

<sup>18</sup> *Ibid.*, c. 35.

Movement in the Absolute Divine Being, which is the essence of the Law of Spiritual Evolution. Reincarnation is invariable, and in its many sequences, the individual learns his lessons unconsciously, and with the progress of his evolution, he becomes more conscious.

## 6. Anti-Reincarnation

At the same time, modern scientific thought is hard to accept and generally rejects the idea of reincarnation. Reincarnation is considered pseudoscientific and not worthy of analysis and consistent study, although this question is fundamental to the philosophy of the East. Plato also believes in the immortality of the soul<sup>19</sup>. Often, criticism shows a misunderstanding of the essence of Reincarnation or a priori acceptance of the negative and harmful position of the Christian church on this issue. That forms a predominantly negative attitude of the scientific community towards Reincarnation.

In the article “A Philosophical/Critical Analysis of the Idea of Reincarnation” Umezurike Grace points out: “Modern materialism contends that mental states are reducible to physical brain states. Thus if materialism is true, reincarnation is ruled out automatically. Epiphenomenalism, which contends that the Mind is a separate yet dependent by-product of the brain, has the same implication for reincarnation. A dualism that contends that the Mind is a separate, independent entity from the brain is a necessary presupposition for the possibility of reincarnation”<sup>20</sup>. Grace concludes that “the idea of reincarnation and the idea of an immortal soul are unnecessary” in general.

Robert Morey is even more adamant in insisting that reincarnation damages morality and does not explain the world. “There are serious doubts about the intellectual integrity of the reincarnation theory. It does not tell the world we live in. It is devastating to morality. The arguments in favor of reincarnation have been examined and found unconvincing. The lifestyle of societies based on the theory of reincarnation, as well as their perspectives on life, leads to political, economic and social stagnation, Moray points out and concludes that “degeneration theory cannot be accepted as a philosophy or a way of life”<sup>21</sup>.

## 7. Helena Blavatsky for Reincarnation and Karma

Helena Blavatsky presents in detail the ideas of reincarnation and Karma in *The Key to Theosophy*. She defines reincarnation as a sequence of births. She notes that “it is only through this sequence of births that the eternal development and cultivation of the innumerable millions of Ego is accomplished”<sup>22</sup>.

To the question “What determines the number of human reincarnations”, Helena Blavatsky answers: “From karma”. In *The Key to Theosophy* she calls Karma the “Universal Law for Guaranteeing Justice”. “For the materialist, who calls the Law of periodicity governing several bodies, and all other laws of Nature, blind forces and mechanical requirements, Karma, no doubt, will be random Law and nothing more. No definition or restriction could describe what is impersonal and not being, but a universal working law”<sup>23</sup>. Also, it is noted that according to

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<sup>19</sup> See: Plato, *Phaedo*, In: <http://friendsoftherainbow.net/node/1943>.

<sup>20</sup> Grace Umezurike, A Philosophical/Critical Analysis of the Idea of Reincarnation in: IOSR Journal of Humanities and Social Science, Volume 22, Issue 9, Ver. 13 (September. 2017) p. 88-92, see: <http://www.iosrjournals.org>.

<sup>21</sup> Morey Robert, Intellectual insolvency of the idea of reincarnation, in: <https://litresp.ru/chitat/ru>.

<sup>22</sup> Blavatsky, H., *The Key to Theosophy*, <http://www.theosophist.ru>, p. 132.

<sup>23</sup> *Ibid*.



Theosophy, Karma is inherent in the life of man and society. “Karma is the primary law of the Universe, the root cause, origin and source of all other laws existing in Nature. Karma is a specific law that brings the consequence closer to the cause of the physical, mental, and spiritual plan of Being”, Blavatsky replies<sup>24</sup>. She admits that she does not know the reasons for the existence of this Law and that Karma is unknowable in itself. But the results of the operation of this impersonal universal law are fully understood.

The creator of the Theosophical Society emphasizes that the impersonality and universality of the Law of Karma is proven by the mystical experience of generations of hellseers in a very long period. Blavatsky realizes that such a method runs counter to materialistic science, but places emphasis on the importance of the Laws of Reincarnation and Karma for the development of human civilization. “By its results, Karma invariably corrects human injustice and all the shortcomings of Nature. With equal impartiality, Karma punishes, and rewards. She is not interested in “rank and title”, nor can she be reconciled with prayers or otherwise. This is also a common idea for Hindus and Buddhists of Karma, emphasizes Blavatsky<sup>25</sup>.

In the endless series of births and deaths, one experiences the consequences of all the evil, negative and harmful, that he has done in his previous life. If he killed, he would be killed. If he lied, he would be lied to. Even if he did not help when asked, and the supplicants needed his help – even this inaction becomes his Karma, which he will experience on his back in the next reincarnation. When a person’s life is governed by the rules of high responsibility, ethics, compassion, kindness and compassion, he can count on a good life in his next birth. A man can continue in following lives to gain experience in various fields without having to pay for old mistakes. When he cleanses all his dependencies on bad deeds in a long process of evolution, the person reaches a merger with the Absolute, reaches the state of Nirvana. In which, according to Theosophy, he also has a choice – to remain in it or to continue to develop even more advanced rules at an even higher evolutionary level, helping and bearing responsibility for less-developed beings and societies.

In *The Key to Theosophy*, Helena Blavatsky explains in terms of Reincarnation and Karma why there are poor and rich. “Every major social evil, the class difference in society, gender in daily life, the unequal distribution of capital and labor – it all depends on what we briefly but accurately call Karma”<sup>26</sup>. Blavatsky is adamant that Karma is an impartial and impersonal principle that does not error in its action and which is impossible to be deceived. She states that there is individual, divisive, national Karma, and these varieties are closely intertwined, which is one of the proofs of the unity of everything existing on the planet. “Every individual environment and individual living conditions in which a person is found are nothing but relying on Karma, individually crafted in a previous life. We must not overlook the fact that every atom obeys the general law governing the whole body to which the atom belongs. Here, too, we come across the broader meaning of the Karmic law. The sum of individual karmas forms the Karma of the nation to which the respective individuality belongs. The total amount of national Karmas builds the Karma of the world. Disasters are not unique to the individual or the nation, they are more or less universal, and it is in this vast flow of personal interdependencies that the Law of Karma reveals its logical and harmonious flow”<sup>27</sup>.

Blavatsky admits that she cannot answer the question of the reasons for the Karma act, but notes: “We know how it works and we can identify and describe its actions with great precision”. “It is considered by the Theosophists the axiom that the interdependence of Mankind

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<sup>24</sup> *Ibid.*, p. 134.

<sup>25</sup> Blavatsky, H., *The Key to Theosophy*, <http://www.theosophist.ru>, p. 133.

<sup>26</sup> *Ibid.*, p. 135.

<sup>27</sup> *Ibid.*, p. 134.

is the cause of what is called Distributive Karma. And it is this law that offers the solution to the great question of collective suffering and liberation from it. No man can rise above his weaknesses without elevating all, an integral part of which he is. In the same way, no one can sin and suffer as a consequence of the sin of one. There is no such thing as a Division”<sup>28</sup>, Blavatsky says.

## 8. Conclusion

This exposition places a more general emphasis on Reincarnation and Karma as ontological features of the theosophical view of world development. It is possible to study them – with the above mentioned extrasensory perceptions, which are possessed by an extremely small number of people, and with some existing scientific methods. These can be sociology methods – surveys, focus groups, interviews. The analysis of the obtained results should go in the direction of the socio-philosophical summary of the impact of reincarnation and Karma on society. As well as on the psychological aspects related to the personality and its development. As well as to change the character of modern civilization – making planet Earth a place without wars, without inequalities and miseries. It is a long-term vision. Maybe it is like utopian. But it is a future that depends on each person, on their development as an integral part of Unity. In this sense, the vision that Petkova offers is useful: “But to what extent in his being one has thought that if he tries to work on his senses, his perceptions of the visible – empirical world, as well as of his mental – inner world, will become more complete, dense and nuanced. This will also be the way to try to get the most out of your brain. We say to ourselves that we do not seem to have enough senses, and in fact, we humans purposefully do not use those we have fully. The center that will process our thoughts is our brain, and it will do what we provide to it as information. The periphery through and through, which will invade all imagery from and to the world, will be effected through our senses, with their sensitivity and delicacy”<sup>29</sup>.

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<sup>28</sup> Blavatsky, H., *The Key to Theosophy*, <http://www.theosophist.ru>, p. 136.

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## Psychology of Masses in Sigmund Freud's Interpretation

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### *Abstract*

The article focuses on the psychology of masses according to Sigmund Freud, which he presents in his work "Group Psychology and the Analysis of the Ego". Analogies between the infantile sexual development and the morphology of psychological crowds are indicated. The article also discusses some pathogenic personal manifestations in the crowd at the stage of mature sexual organization through the phenomenon of infatuation and sexual overestimation.

**Keywords:** Sigmund Freud, masses, group psychology, libido.

### 1. Introduction

Scientific research on masses is dominated by two contingent theoretical schools regarding the nature and effects of masses. The first school regards the individual member of a crowd as an anthropological construct derived from the very human nature. It is based on the belief that the crowd, as a social phenomenon, is rooted in psychological factors arising from instincts, impulses, and unconscious mental processes. This is why this school is known as psychological or **anthropological**. Its most prominent proponents are Gustave Le Bon, Gabriel Tarde, Sigmund Freud, Erich Fromm, and Elias Canetti.

The second school regards the crowd as a social phenomenon which has the characteristics of a certain epoch and occurs under specific circumstances as a historical result and cultural phenomenon. Among the scholars who support this interpretation are Jose Ortega-y-Gasset, Hannah Arendt, Herbert Marcuse and Theodor Adorno. This interpretation of the crowd can be defined as value-based or **axiological**.

Undoubtedly, the foundations of modern theories on crowd psychology were laid by Gustave Le Bon in his seminal book *Psychologie des Foules* published in 1895. At almost the same time, a compatriot of Le Bon's – Gabriel Tard – continued the psychological trend in sociology, although he remained more popular in France with his publications in the fields of criminology and penology.

Following the pioneers in crowd theory, **Sigmund Freud** proposed his own interpretation of crowding as a psychic phenomenon. While Le Bon was content with a mere description of crowds and Gabriel Tarde – with characterizing them, Freud aimed to explain the reasons and causes of their existence. In 1921, the Viennese psychoanalyst published his *Group Psychology and the Analysis of the Ego* devoting a considerable amount of its introductory section

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to Le Bon's *Psychologie des Foules*. Freud agrees with his French colleague on the main characteristics of the group mind, viz. the loss of conscious personality and the almost exclusive control by the unconscious, the tendency of individual's thoughts and feelings to be directed and infected by any emotion within the mass, and the amplification of this emotion by mutual infection. Freud comes to the general conclusion that as part of the mass, the individual becomes an automaton without his own will and uncritically adopts the ideas implied by the mass. Note, however, that he does not refer to primal African tribes living in *places and times immemorial* but rather to individuals who live *here and now*, to "people who despise the achievements of civilization and the laws of reason. The primitive people he refers to and studies – we are these" (Moscovici, 2007: 297).

On the other hand, he is extremely critical of Le Bon. Naturally, Freud interprets the psychology of masses from a psychoanalytical perspective. Although he agrees with Le Bon regarding the unconscious spiritual life of masses, he blames his French colleague for lack of originality and, above all, for his failure to recognize that "that in a group the individual is brought under conditions which allow him to throw off the repressions of his unconscious instincts. The apparently new displays are in fact the manifestations of this unconscious, in which the all that is evil of the human mind is contained as a predisposition" (Freud, 1993a: 63). The Viennese psychiatrist regards as incomplete Le Bon's thesis that when people become members of a crowd, their individual consciousness disintegrates. For Freud the individual's propensity to descend to a *more primitive level of their psyche life* in a psychological crowd is far more important. He maintains that all types of masses are based on (consciously) repressed against the target (unconscious) instincts or impulses.

## 2. Structural model of the psyche

Freud's structural model of the psyche defines three distinct, interacting agents in the psychic apparatus – the *Id*, *Ego*, and *Super-ego*. Freud borrowed the original term for *Id* ("*das Es*") from Groddek and Nietzsche to denote the unconscious, disorganized, and irrational part of the human personality, the "dark, inaccessible part of our personality", which is striving to bring about the satisfaction of the instinctual needs subject to the observance of the pleasure principle. The *Id* is in search of pleasure and is seeking to avoid unsatisfaction, thus following the natural primary instinct to exist of all living creatures. The *Id* is unresponsive and indifferent to the demands of reality. The *Id* is unaware of doubts or contradictions and therefore does not compromise on reality. The unconscious has no internal organization, but is directed against the external world, the social reality, where the *Id* encounters a number of obstacles – prejudices, traditions, taboos, etc. Fotev (1993: 121) points out that "all organizations (ranging from the individual intellect to the societal structures) are more or less repressive of the *Id*, in terms of sexual impulses governed by the pleasure principle (Lustprinzip)". Brantlinger (1983) adds that the mechanisms of repression, which civilization exercises on individuals are all based on the sublimation (transformation) of the instincts and include law, morality, culture, and the arts, and – perhaps most important – religion. Freud did not disguise his irony regarding religion, saying that "devout believers are safeguarded in a high degree against the risk of certain neurotic illnesses; their acceptance of the universal neurosis spares them the task of constructing a personal one" (Freud, 1993b: 329).

The *Ego* represents consciousness, reason, and common sense. It takes notice of external reality and regulates and contains the unconscious desires of the individual. It is based on rational thinking and acts according to the reality principle (Realitätprinzip). Its interests may be defined loosely as "economic". It seeks to please the *Id*'s aspirations and passions in realistic ways. According to Freud, the ego is like a person on horseback in relation to the *Id*. The ego,

according to the doctrine of the Viennese psychiatrist, serves three rigorous masters – the Id, the super-ego and the outside world – with conflicting and divergent requirements.

Apart from the interactions between the *id* and the *ego* characterized as a conflict between the pathogenic unconscious and the preconscious rationalizations, the psychic apparatus also includes a third theoretical construct – the **super-ego**, which is an upgrade of the *ego* and functions as our conscience, ego ideal, and sense of morality which punishes the ego with feelings of guilt. According to Ratner (2005: 25), the super-ego represents the norms and values adopted by the child in the course of its socialization and personal development: “It (the super-ego – N. Ts.) contains the spiritual images of the parents and other authority figures idolized by the ego throughout his life, whereby for the ego the consent of the super-ego is more valuable than the approval or disapproval of one’s neighbor. At the same time, the super-ego represents the collective rules and norms; it is, to a certain extent, a representation of society and culture in the inner world of the individual.”

Freud’s concept of instinctual drives is fundamental to his psychoanalytic theory as well as to those who dispute it. According to him, a person’s psyche is the arena of the dualistic conflict between two primal forces. In his essays “Beyond the Pleasure Principle” (1920) and “The Ego and the Id” (1923), Freud introduced the structured formal model of ego psychology, which is driven by the mythological opposition between the sexuality of the ego and the Id, between the narcissistic and the objective libido, between Thanatos and Eros.

Eros is easier to define, because the concept dates back from the ancient Greek mythology, in which it represents the god of love. In “Beyond the Pleasure Principle”, Freud uses this construct to denote all creative, life-producing drives existing in the universal philosophical and mythical tradition. Thus, according to Laplanche and Pontalis (2009), Eros is defined as a fundamental concept referring to the life instincts, whose goals are the preservation, binding, and union of the organism into increasingly larger units. Since Freud’s language is closer to the language of philosophers rather than the language used in medicine, his meaning of the term is closer to Plato’s *eros*, Schopenhauer’s “will to live” and Bergson’s “*élan vital*”.

Eros is the antagonistic drive of Thanatos (Todestrieb) – the death drive which, in Freud’s view, has its deep philosophical roots. Beyond the principle of pleasure is the deep psychological motivation for repetition, i.e. the drive to recreate past states. The perpetual reproduction of the same life stories and incarnations reveals the effect of the instinct to lead organic life back into the inanimate state, the compulsion to repeat the cycle: “And since life originates from inanimate matter, Freud introduced the concept of the death drive as a term in opposition to the life drive; like Schopenhauer, he formulates the grim hypothesis *the aim of all life is death*” (Rattner, 2005: 23).

### 3. Masses and libido

Freud defined the term **libido** psychoanalytically as the primal force of sexual love (*Eros*) (*Critical Dictionary of Psychoanalysis*, Penguin Books, 1995). According to Freud’s theory, it is “a quantitatively variable force which could serve as a measure of processes and transformations occurring in the field of sexual excitation” (Freud, 2015: 116) as well as “energy, regarded as a quantitative magnitude of those instincts which have to do with all that may be comprised under the word ‘love’” (Laplanche & Pontalis, 2009: 184). Libido can be the original libidinal cathexis of the *ego* (narcissistic libido), a part of which was detached, and directed onto objects itself and directed to external objects as an outward source (object). According to Freud, are inherently egoistic, auto-erotic beings. It is only under the influence of the mother that narcissistic libido is transformed into object-libido.

According to Freud, a neurosis represents an instance where one's libido is suppressed. Although he points out that this does not mean that any person deprived of satisfaction of all their libidinal impulses are neurotics, in all cases of neurosis such deprivation is observed. Freud explains the conflict between the *Id* and the *Ego* as a *conflict between (consciously) suppressed (unconscious) impulses*. This psychic conflict occurs when the *external* repression returning formation of behavioral or psychosomatic symptoms becomes debilitating, i.e. when it is complemented with *internal* suppression. Blamed for being pansexual, the Austrian psychiatrist states that "it [psychoanalysis] has maintained not that neuroses are derived from sexuality but that their origin is due to a conflict between the ego and sexuality" (Freud, 2013: 258). Freud formulated the aim of psychoanalysis as the task to make the unconscious conscious, thus eliminating the internal conflict between the *Id* and the *ego*, i.e. to turn the *Id* into *ego*.

The psychology of the mass is closely related to the psychology of the individual, because, as Freud pointed out, masses are held together by libidinal bonds. According to the father of modern psychoanalysis, a mass is based on ***impulses of love*** guided by two main principles: (1) equality among its members, and (2) dependence between the leader and the majority.

Clearly, a group is held together by a power of some kind: and to what power could this feat be better ascribed than to Eros, who holds together everything in the world? When "an individual gives up his distinctiveness in a group and lets its other members influence him by suggestion, it gives one the impression that he does it because he feels the need of being in harmony with them rather than in opposition to them, so that perhaps after all he does it 'out of love' for them" (Freud, 1993a: 81). Freud explains that "in cases of collaboration libidinal ties are regularly formed between the fellow-workers which prolong and solidify the relation between them to a point beyond what is merely profitable" (Freud, 1991a: 56). According to the Vienna psychoanalyst, "the fact of the existence of sexual needs in human beings is expressed in biology by the assumption of a "sex drive" on the analogy of the instinct of nutrition, that is hunger" (Freud, 2015: 27). The libido theory assumes that the sex drive creates libidinal ties and binds group members in their quest to satisfy their needs. The erotic libido directed at others is more powerful than the narcissistic, ego-directed libido. Love – sexual or platonic – is at the heart of every relationship. In the case of masses, we can conditionally call this attraction a social promiscuity.

Freud pointed out that "all members of the group equally love the leader and this love makes them equal" (Gradev, 2005: 154). According to him, intolerance vanishes as the result of the formation of a group, and in a group; self-love is replaced by love for the other. "So long as a group formation persists or so far as it extends, individuals behave as though they were uniform, tolerate other people's peculiarities, put themselves on an equal level with them, and have no feeling of aversion towards them. Such a limitation of narcissism can, according to our theoretical views, only be produced by one factor, a libidinal tie with other people" (Freud, 1996: 31-32). The question would at once be raised whether such tolerance and considerateness are not due to a set of pragmatic interests. This objection may be met by the reply that no lasting limitation of narcissism is effected in this way, since this tolerance does not persist longer than the immediate advantage gained from the other people's collaboration. On the contrary, people's collaboration creates libidinal ties that reinforce their relationship beyond the immediate gain. "And this is true both of the sexual love for women, with all the obligations which it involves of sparing what women are fond of, and also of the desexualized, sublimated homosexual love for other men, which springs from work in common" (Freud, 1996: 31-32). Narcissism, or the self-love, as an antisocial tendency, is transformed into social relations through transformations of the ego libido into object libido. Essentially, a group is formed based on new libidinal ties among its members. Phylogenesis, which is defined as the transition from selfishness to altruism and is the core of group formation.

Having satisfied their needs based on benefits, group members dissolve the group. They replace the already redundant partner with a new object of desire and every time this

happens, they are incapable of creating a lasting relationship. Similarly, the crowd, which is essentially inherently organic, would have a very short existence if it were based solely on economic gain and not on the libidinal ties among its members. It disintegrates when these ties cease to exist. Thus, the organized, permanent groups consist of individuals who have diverged their instincts from their original sexual aim – and this, according to Freud, is their psychopathology, because they have replaced the desires of the *ego* with an object that they have accepted as their *ego-ideal*. Here enters the figure of the leader of the group.

#### 4. Mass and leader. Eros and Mimesis

In Freud's interpretation of the morphology of the masses, the ties with the **leader** are far more important for the psychological crowd than the ties among its members. The leader is the ideal that consolidates the crowd as well as the dominant libidinal object of the crowd. Thus, he becomes the equality-generating factor of the crowd. The level of his influence determines both the level of cohesion of the mass and the duration of its existence since it does not have its own purpose, but follows the course set by its leader. In this regard, Gradev points out that: "His emotional authority over every member of the crowd is the key to understanding its cohesion and inner equality. In other words, the emotional obedience to the leader, which is subconscious and seemingly voluntarily, inevitably turns the random gathering of individuals into a psychological crowd" (Gradev, 2005: 160).

The relationship between the leader and the crowd is undoubtedly emotional and irrational. According to Freud, this relationship stems from the early development of children's sexuality. He equates the macrosocial phenomenon of the crowd to the psychology of family relations, explained, naturally, through the techniques of Freudian psychoanalysis. Psychoanalytic theory draws an analogy between the father as the head of a family and the leader as the power figure in a crowd. The psychic status of the father projected over the libidinal ties with the other family members is at the heart of the emotional dominance of the leader over the members of the crowd ("children").

What Tarde calls imitation in Freud's psychoanalytic terminology is referred to as identification – a natural and reciprocal phenomenon in a family environment. The parents create the child because they want to reproduce and continue the existence of their own selves. Through **identification**, a little boy would like to grow like his father and be like him, thus taking him as his ideal. By copying him, the boy reproduces his pattern of behavior, but also allows his *ego* to be assimilated to a certain degree by his father's *ego*. This kind of spiritual absorption can easily be projected to explain the ties between the crowd and its leader.

At the same time as this identification with his father, the boy begins to develop a true object-cathexis towards his mother (the narcissistic libido transforms into an object-libido) and the point of unification of the child's mental life (the confluence of the straightforward sexual object-cathexis towards his mother and the typical identification towards his father) is referred to by Freud as "normal Oedipus complex" (Electra complex for girls). These two ties subsist side by side for a time without any mutual influence or interference. The little boy notices that his father stands in his way with his mother as his rival. "His identification with his father then takes on a hostile coloring and becomes identical with the wish to replace his father in regard to his mother as well. Identification, in fact, is ambivalent from the very first; it can turn into an expression of tenderness as easily as into a wish for someone's removal" (Freud, 1996: 33). In *Totem and Taboo*, Freud creates direct analogies between crowds and the primordial hordes on the one hand and the figure of the father and that of a tyrannical leader on the other. Women in the primal horde were property of the father and his sons were kept in forced celibacy by him. His tyranny kept the brothers in psychic equality based on their common celibacy. All behavioral autonomy was in its infancy stifled by the tyranny of the father, who concentrated all available social power.

Subordination was the norm, no one dared to oppose to the powerful leader. But dissatisfaction was piling up. The sons' obedience comes to an end when they eventually join forces (probably instigated by their mothers who fear for the lives of their children and united by their common love and hatred towards their father) and commit patricide. Soon, however, their rebellion supported by their mistreated mothers reproduced the same pattern of tyrannical paternal prohibition as soon as one of the brothers was pronounced leader of the horde following the rules of crowd psychology. The collective sin imposes the same incest and patricide restrictions. Through the historical continuum, this primordial situation is projected in modern-day crowds. The taboos (prohibitions) in the culture of the totemic (fraternal) community are identical with the desire of the child to remove the father from his way to his mother's love. "The psychological motivation of patricide, i.e. the original sin starting the course of human civilization, is explained ... by the Oedipus complex: the sexual attraction to the mother and the aggressive jealousy of the almighty rival and the oppressor – the father" (Nikolov, 1990: 32).

In this situation, the boy is looking for a solution of the dilemma between what he would like to *be* and what he would like to *have*. On the one hand, he wants to have his mother, and on the other, he is strongly tied to his father as an object of both his love and hatred. His unconscious (and forbidden) longing is to do what his father is allowed to do – to have sexual intercourse with his mother. This early-childhood emotional conflict is similar to Hamlet's dilemma: *To be or not to be like my father (in order to have my mother), this is the question*. And the ghost of the father whispers from the depths of his unconscious with the voice of the *Id*: *Be like me, don't be like me*. Freud summarizes this state of things as "identification has appeared instead of object-choice, and that object choice has regressed to identification" (Freud, 1993a: 94). In this process, one's ego assumes the characteristics of the object through introjection of the object into the ego. The ego is identified with the object and the object becomes the ego. The "empathy and subsistence with the other person" (Isaev, 1930: 75) is a phenomenon which has as its core the libidinal ties. The ability of the personality to sublimate enables the *extension of the ego* into a new instance – the **ego ideal**. Gradually, the boy substitutes the image of his real father with an ideal father. This tie is preserved and developed throughout one's lifetime. It makes him introject the ideal of the person who was his prototype in his childhood.

The ego ideal is the key to understanding the psychology of the crowd. The meandering paths of individual psychological identification ultimately result in the internalization of the ego ideal of the leader in the individual's ego. The idealized image of the father is substituted with that of the leader. This tie was explained by Gradev as: "The mechanism of replacing the ego ideal of the crowd with the personality of its leader resembles the dynamics and the emotional relations between the child and the father in a family. The leader has emotional power over all members of the crowd because they have accepted him as an element in their mental structure" (Gradev, 2005: 176). According to Freud, "Each individual is a component part of numerous groups, he is bound by ties of identification in many directions, and he has built up his ego ideal upon the most various models. Each individual therefore has a share in numerous group minds – those of his race, of his class, of his creed, of his nationality, etc. ... the individual gives up his ego ideal and substitutes for it the group ideal as embodied in the leader" (Freud, 1996: 51-52).

According to the founder of modern psychoanalysis, the pathogenic manifestations of personality continue at the stage of mature sexual organization through the resulting phenomena of *infatuation* and sexual overestimation. There are some rather striking similarities between the behavior of a person in love and of a crowd member. The object of one's love is exempt from criticism. The same applies to the crowd leader. The person in love is hypnotized to believe that everything the object (hypnotist) does and asks for is right and blameless. The sublimation is followed by the phase of idealization: "the object is being treated in the same way as our own ego, so that when we are in love a considerable "amount of narcissistic libido overflows on to the object. It is even obvious, in many forms of love choice that the object serves as a substitute for some

unattained ego ideal of our own” (Freud, 1993a: 100). The one in love voluntarily renounces his own thoughts and feelings and assumes those of the object. Love is transformed into a pursuit of a fictitious perfection since the object serves as a substitute for some unattained ego ideal of our own as a means of satisfying our narcissism.

This type of idealization is a reverse narcissism over, an auto-erotics overflowed to the object. If the sexual over-estimation and the being in love increase even further, the tendencies towards directly sexual satisfaction may now be pushed back entirely. “The object becomes more and more unassuming and modest, and the object more and more sublime and precious, until at last it gets possession of the entire self-love of the ego... The object has, so to speak, consumed the ego” (Freud, 1993a: 101). Traits of humility, of the limitation of narcissism, and of self-injury occur in every case of being in love. The ego surrenders to the object, the functions allotted to the ego ideal entirely cease to operate and, eventually, the object has taken the place of the ego. The one in love is depersonalized. It is this depersonalization that is the main consequence of the libidinous constitution of crowds, which, according to Freud, consist of “a number of individuals who have substituted one and the same object for their ego ideal [the leader] and have consequently identified themselves with one another in their ego. It is an elemental form of inter-subjectivity.” (Freud, 1993a: 104). There is the same humble subjection, the same compliance, the same absence of criticism, towards the hypnotist just as towards the loved object. For those in love, immediate sexual satisfaction is only temporarily kept back, and remains in the background as a possible aim at some later time, which leads to separation of their *ego* from their *ego ideal*, a construct on which are based all libidinal ties in the crowd. In love, so to speak, is the formation of a table of two. Both in the crowd and in love one loses his mind. Therefore, falling in love can be defined as formation of a crowd consisting of two members. Both when in love and as a member of a crowd, a person tends to lose touch with reality.

The founder of modern psychoanalysis concludes that the crowd affects its members and changes their mentality on the grounds of two fundamental assumptions: first, the *heightening of affectivity in groups*; and second, the *collective inhibition of intelligence in groups*. The second assumption is supported by William McDougall in his book *The Group Mind*: “The principal ground of the low order of intelligence displayed by simple crowds is that the ideas and reasonings which can be collectively understood and accepted must be such as can be appreciated by the lower order of minds among the crowd. These least intelligent minds bring down the intelligence of the whole to their own level” (McDougall, 1921: 71).

Defending his libido theory, Freud disagrees with Wilfred Trotter’s instinctive theory based on the concept that a herd resembles a “flock of animals in the literal sense” – a *gregarious animal* (Trotter, 1921: 112). According to the founder of the Vienna Psychoanalytic Society, the herd instinct does not arise from human nature itself, but manifests only when people form a crowd around a leader, to whom and through whom the libidinous ties of a crowd can be established. Even the slightest fluctuation in the strength of these ties can threaten the cohesion of the group. Freud gives the following example in support of his view: “We have only to think of the troop of women and girls, all of them in love in an enthusiastically sentimental way, who crowd round a singer or pianist after his performance. It would certainly be easy for each of them to be jealous of the rest; but, in face of their numbers and the consequent impossibility of their reaching the aim of their love, they renounce it, and, instead of pulling out one another’s hair, they act as a united group, do homage to the hero of the occasion with their common actions, and would probably be glad to have a share of his flowing lock. Originally rivals, they have succeeded in identifying themselves with one another by means of a similar love for the same object” (Freud, 1993a: 108). The repressed abstract sexual energy of the crowd finds a specific and real realization through the figure of its leader. Equality applies to crowd members, but not to the leader. Crowd members are equal to each other in their common love towards their leader. According to Gradev, the love towards the leader is essential “and thus it ‘transforms’ the ties among the crowd members

into ties of mutual acceptance and brotherly love. The generator of this emotional harmony is the leader, who symbolizes the father figure for the crowd members" (Gradev, 2005: 155). The individual members of a crowd are truly united by their love towards the one who is of higher order and dominates them.

This reciprocal reflex is based, on the one hand, on the innate need for paternal love, which is provided by the leader of the crowd, and on the other, on the need for control, which the leader is empowered to exercise over the crowd. The crowd needs the illusion that the leader distributes his love equally and justly to all members. The leader is, undoubtedly, a lonely and emotionally crippled individual, despite the influx of love for him. He does not need and is incapable of loving anyone. The love of the crowd members towards him is only a means to keep them in subjugation. What he really needs is his narcissistic drive to dominate the others. In short, leaders love themselves without loving their subordinates, while crowd members, on the other hand, love the other members without being able to love themselves.

In order to complete the mental structure of the individual in the context of the psychology of the crowd, we should go beyond the relationships between the *Id* and the *ego* in terms of pressure of the pathologically unconscious on the conscious and consider the third constituent of the structural model of the psyche, the *super ego*, which performs the functions of self-observation, the moral conscience, the censorship of dreams, and the chief influence in repression. The founder of psychoanalysis defines the psychological group as "a number of individuals who have substituted one and the same object for their ego ideal and have consequently identified themselves with one another in their ego." Of course, this definition applies only to groups "that have a leader" (Freud, 2013: 386). The leader, in addition to being the object of identification and desire, also plays the role of a moral conscience and censor, i.e. of a *super-ego*. Thus, the leader complies with and represents the moral constitution of human society.

According to Freud, crowd psychology is based on two fundamental concepts: *love* (*Eros*) and *identification* (*Mimesis*). Their functions are well-known – the power of love drives the person to unite with others while the desire for identification with the others results in acceptance of a particular group ideal. Serge Moscovici sums up the functions of Eros and Mimesis as: "The former urge us to unite with the people we would like to possess, and the latter – with the people who are what we would like to be ourselves" (Moscovici, 2007: 334). This conflict between the erotic (to have) and the mimetic (to be) drive, results to a more or less apparent psychopathology between the numerous libido desires on the one hand, and between the libido and the demands of imitative desires relevant to the social reality.

On individual level, the erotic outweighs the mimetic. However, in a crowd, the situation is inverted, crowd members imitate rather than love. This observation leads to the conclusion that "the rise of the need to imitate is counterbalanced by the decline of the desire to love" (Moscovici, 2007: 335). Crowd psychology begins with Eros and ends with Mimesis. Eros is for the leader, and Mimesis is for the members.

This balance is at the core of the psychological crowd. It is a specific form of inverse democracy in which everyone is equally non-free. However, the question is what the mechanism of crowd formation is. After all, each person has unique individuality. How does it disappear when the person becomes a member of a crowd? Moscovici, one of the most prominent supporters of Freud gives the following answer to this question: "Seeing the other's success and joy, we ask ourselves, 'Why him? Why them? Why not me? Envy always finds something to look for. Nobody can have or ask for everything they want as far as they have what everyone else has. Envy provokes rivalry. Group spirit is based on avoidance of envy, even if that would mean common and voluntary deprivation ... we give up our desires, abandon our most coveted ambitions so that others may have to sacrifice them as well" (Moscovici, 2007: 337-338). We forfeit our individuality so that we resemble our rivals and thus they are no longer our rivals. The pressure for equality provides



protection from the belligerent and repressive world. Equality neutralizes the weight of social and psychological barriers. Imitative pleasure is similar to sexual pleasure. The only difference that in the former case people become one with the crowd while in the latter – with their partner. The eternal struggle between Eros and Mimesis reveals the complex morphology of crowd psychology. The vertical axis is the love impulse of each individual towards the leader, and the horizontal axis is “the number of people who have the same object as their ego ideal and therefore identify with each other. Their identification regressively replaces their libidinal ties” (Moscovici, 2007: 352-353).

## 5. Conclusion

Every person who gets familiar with Freud’s works voluntarily or involuntarily becomes a psychoanalyst. His theories became the stepping stones for the scientific works of many of his followers and disciples, who subsequently renounced him. Despite their claims for originality, many of his colleagues developed their theories based on the negation of his views. In this way, however, they merely reproduce and reinforce the conceptual foundations of his psychoanalytic concepts.

For example, Victor Frankl blames psychoanalysis for having “Id-efied” and “de-ego-efied” human existence by giving priority to the unconscious instincts, but at the same time acknowledges that the spiritual basis of human existence on which he builds his theory of existential analysis is “ultimately unconscious” (Frankl 2016: 39). Wilhelm Reich, who, according to Campbell and Brennan (1996: 225), was “a man with an incredible gift of setting others against himself” was expelled from the Psychoanalytic Association in 1934 and continued his scientific career without Freud’s scientific guidance. Reich claims that human destructiveness stems from sexual repression in the family environment, i.e. the *socum*. This in no way contradicts Freud’s view that crowd psyche departs from the psychic dynamics in the family environment, as discussed above (Gradev, 2005: 256).

Jung criticized Freud for limiting himself only to the *individual* unconscious of his patients and disregarding the powerful layer of the *collective* unconscious, which is a key factor for both the individual and the collective psyche. Having analyzed various images in myths, traditions, fairy tales, dreams, poems, religions, neurotic and psychotic cases, Jung believes that he has discovered “in this lowest layer of the collective unconscious the so-called ‘archetypes’”, i. e. the primary elements of the psychic morphology, inherent “patterns of behavior”, basic forms of fantasy, and even Plato’s cognitive concepts” (Rattner, 2005: 71). However, I do not consider Jung’s view as contradictory to Freud’s concept in his Totem and Taboo regarding “the existence of a collective mind in which the psychic processes run exactly as they do in the individual psyche” (Freud, 1991b: 242). This shows that Freud assumes the existence of a collective psyche that is passed down through the generations and does not depend on their individual lifespan. This opinion is supported by Gradev (2005) as well.

The founder of the Society for Individual Psychology, Alfred Adler, was referred to as “the second son of Freud” (the first being C. G. Jung). According to Adler’s theory, the second child develops faster, as it wants to surpass the first one and be on the top. If this is true, then “narcissistic ambition” is another distinctive trait of the character of such people who cannot put up with being always in the position of catching up or following someone else. The breaking point of his relationship with Freud was in 1911, when Adler presented three papers to the Vienna Psychoanalytic Association, in which he criticized Freud’s animalistic and pessimistic image of man. He criticized Freud’s concept that the instinct-driven psyche of the young child was perversely polymorphous and held that this was, at best, a poetic assumption and that but nothing could be gained by projecting the mentality of a mature pervert back to childhood. According to Adler, neurosis is based on the feeling of inferiority which is intrinsic to the human psyche as

people have a deep-rooted sense of dissatisfaction, which constantly torments them and provokes incessant efforts to compensate their insecurity and inferiority complexes. Despite his criticism regarding Freud's view of the infantile character of neuroses, Adler acknowledges that this assumption, which underlies his individual psychology, is formed in childhood "... from constitutional inferiority and from other similar childhood positions stems a sense of inferiority that requires compensation in the sense of heightening one's sense of self" (Adler, 1921: 17). However, the feelings of inferiority, along with childhood sexual trauma, repressed childhood sexuality, early traumatic situations, etc. is not a true etiological factor (cause of disease), but should only be understood and interpreted as symptoms of the disease. With his characteristic polemical tone, Freud summarizes: "For, whether a man is a homosexual or a necrophilic, a hysteric suffering from anxiety, an obsessional neurotic cut off from society, or a raving lunatic, the 'Individual Psychologist' of the Adlerian school will declare that the impelling motive of his condition is that he wishes to assert himself, to overcompensate for his inferiority..." (Freud, 1933: 197).

Until Freud, psychology was the science of conscious mental processes. Speaking of unconscious psyche was equivalent to speaking of wooden iron, since the concepts of "conscious" and "psychic" were synonymous. By trying to explain the irrational, Freud managed to rationalize crowd psychology and to provide new perspectives on the early theories of LeBon and Tarde. Denied and praised, psychoanalysis undoubtedly answers a plethora of questions. According to Storr, one of Freud's most popular researchers, it "struggles to create a unified system of ideas that would not only explain all forms of mental illness, but also religion, art, literature, humor, personal and social decadence" (Storr, 2009: 280). Although he writes in conditions of great distrust and hostility, although he repeatedly changes his theories, and despite the lack of solid empirical evidence for his theses, the Viennese psychiatrist manages to cover human reality, including history and culture to such an extent that the opinion of the American historian Philip Rieff does not sound exaggerated when he says "Together with Nietzsche, Freud declared that the dominant science of the future would not be history, but psychology. History has become the psychology of the crowd" (Rieff, 1979: 225).

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## Education System in Bulgaria: System Error

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### *Abstract*

The paper discusses the problems in Bulgarian education system. Nowadays Bulgarian teacher faces many obstacles in performing his duty. Besides his main duty to teach, Bulgarian teacher has many other as well. He has become not just an educator, but family consult, security guard, administrator, social worker and many more. The new system of funding schools empowered the students and made teachers helpless to impose discipline in or out of the classroom.

**Keywords:** Bulgarian education, teacher, delegated budget, school.

The present article is attempt to describe the nowadays situation in education, especially in high school education in Bulgaria. Before I go into deep discussion and analysis on the reasons caused the present education in educational and social system, I attempt to describe the system error on a personal point of view by sharing my experience in educational system and point the flouts as I see them.

I work in a literally "gipsy" (Roma) school. Some may say that fact clouds my judgment and it will be just opinion based on anger and unsatisfaction. They might be right, but the fact that there are so many articles written by teachers who work in "not gipsy" schools contradict to the opposition. Base on that fact I state that the depiction of the work environment, I will share has high degree of objectivity regarding nowadays education.

This is my fourth year as a teacher. Some may say that it is not enough experience to have opinion on such matters, but I think that sometimes a fresh look at a situation is needed so the flows to be detected and possibly explained. Anyway, as I said, this is my fourth year as a teacher and bravely can state that the situation in the education getting worse and worse with every passing year. I am not talking only in the school where I work, but the system as general. The main problems that occur are attendance, discipline and respect toward teacher. These problems form a complex situation that make difficult not just the work and duty of teachers but effect their personal life as well. According to a recent study every second teacher suffer of depression and burn out, which recently become a big problem even was recognize as psychological problem. These issues are not limited to my workplace, but as I said it is common for all schools. The difference is that the problems manifested themselves in different level or degree in different schools.

For the purpose of the article I will try to divide the schools into three general groups in order to explain how the system works. The division is hypothetical and is based on common opinion about one school's prestige. First there are "elite" schools, which everyone considers the best and respectively everyone wants to send one kid to study there. Then there is the average or "normal" schools that are not considered the best, but good enough for most of the kids including those who weren't accepted in the elite schools. At the end I put the schools like the one I work in – they are with bad name or reputation on people's opinion, regardless of the skilled pedagogical staff working in. I don't want to sound racist, but most of the time the name or the prestige of one school is based not just on the quality of education provided, but on students' characteristics that enroll in it. Sometimes these characteristics are based not just on the intellectual capacity, ambition or desire to learn, but on social background or even race as well. I will try to explain that by manifestation of the problems listed above at every type of schools.

The first type of schools I mentioned are "elite" schools. They have the best reputation. The students that get enrolled supposedly are the smartest, skillful or most ambitious one with twice as many ambitious parents. The level of attendance and discipline are highest, because the kids understand what it takes to get enrolled and foresee the benefits of the education. The schools provide a competitive environment that pushes the student to expect more from the teachers and from themselves by establishing high standards. These schools don't have problems with candidates for enrollment, because they are the most wanted. However, not everything is so bright and even there has some negative sides. On one hand the students with too high self-esteem caused by different factors, could be means toward the teachers, especially if the student thinks the teacher is not enough qualified. That attitude in many cases is dictated by the behavior of the parents, especially in families with higher financial or social status, that create an irrationally high self-image in the child. On the other hand overly ambitious parents, irrespective of their social status, are in the habit of trying to influence the teacher in order to increase their child's grade.

The second type of schools is "normal" ones. By normal I mean the average school. The students that get enrolled are on one hand kids, which score on the national exam was not enough to get in the "elite" schools and on the other kids that are not so ambitious and understand that every school could give them good education. In these schools the attendance rate gets low and the discipline becomes a problem. The respect toward teacher and student's arrogance and bad behavior in and outside class become problematic, but still in some average levels. Parents are interested in their kid's development in school and attend teacher-parents meeting, but do not bother the teacher with house calls in attempt to influence his or her decision on kid's grades.

The last type of schools is the one with bad reputation based on different reasons. On one hand the public opinion on questionable quality of education, on the other hand the high rate of students with problem behavior, bad social background, race difference, etc. In these schools' problems such as attendance, discipline and respect toward teachers are in highest percentage. The cases of aggression (verbal and physical) toward schoolmates or even teachers are something common. The attendance is usual practice or in cases of attendance the discipline in class is almost impossible. All that makes teacher's job so demotivated and almost unbearable. Most of the students enrolled in these "bad" schools are Roma students or some other minority ethnic origin, which add even more problems to already hard, difficult and complicated situation. Of course, students of that background and origin are enrolled in other schools as well, but they are not their majority group. However, the facts are facts and they show that sometimes bad names and low prestige of one school are based on what type of students is enrolled.

Although I will focus on "bad" schools, because my experience comes from working in one such school, I can assure the reader that the situation is the same at other schools as well, just the degree of occurrence varied. At the high school I work in the enrolled students are 100% of Roma descent. That leads to very difficult work environment due to cultural difference, language barrier and poor discipline. This is common for most of the schools which enroll mostly Roma

students. I hope I won't be wrongly understood or accused in racism, just the facts are like that. Of course, there are many not Roma students that cause a lot of problems and have poor behavior, but the common troublemakers at the schools of second and third type are indeed Roma students. Personally the race does not matter to me. It is more important the human values one carries and the behavior one shows toward others than the skin color or social status. Unfortunately, I have to admit that my experience so far shows exactly the stereotypes I try to avoid when it comes to perception towards people – most of Roma students are indeed bad seeds, troublemakers, disrespectful, aggressive.

My days at work and I'm sure the same is valid for many other teachers, who have to work with that kind of students, most of the time are almost unbearable. Walking through the hall or entering the classroom can be a challenge, because the students refuse to follow simple rules like not using cell phones, turn down the music, not shouting or screaming, not fighting. Nowadays Bulgarian teachers have been stripped off from most of the rights they once had. The teacher daily encounters ignorance, aggression or bullying, arrogant behavior, and physical altercation, which make him to feel hopeless, powerless and at the end of the day he or she is totally burnt out, so stressed, nervous and angry to the whole world. Unfortunately, this is teachers' destiny nowadays in Bulgaria. There are many reasons for that situation.

The language is so big an issue nowadays that it found its way into the news. A recent news report stated that over 20% of enrolled students for this school year do not speak Bulgarian and the tendency is for this number to increase in the near future. Another issue is cultural difference – Roma minority in Bulgaria mainly live in compact communities located in ghettos at the end or outside of town. Living by their rules and traditions that most of the time contradict with main principles in society. For example, most of them do not work, but live on social aids, child support and other forms of social benefits. Their custom is for girls to get married (or as they call it: to get a man) in early age – 11-15, and to become teen mothers. Their parents refuse to let the girls go to school, because a girl's responsibility now is to take care of their children and their new families. The couples do not get married legally, but just live together so the kids that would be produced do not have the name of the father on the birth certificate, which will let them to receive more money from child support. In addition to that they have many kids so to use them as leverage for getting more benefits. As I mentioned many of them do not work, so the finance they have comes mainly from social benefits, criminal activity. Because that is the example the parents give to their kids it's not surprising that the kids behave the way they do.

At this point the reader might ask him/herself why the situation is like that. Who allows it to come to that level? What does the government do to fix the problem? Well, on one hand the government caused some of the problems by changing the working educational and social system only because it was created by a communist political system. On the other hand, the things are so out of control right now, that no matter what reforms will be made the situation probably won't get better. The education is tightly connected to other systems that define our life. One of the major resources for the education system is the human one, so demographic rate is very important.

The high birth rate during the communist era in Bulgaria caused classrooms to be filled with students and the attendance rate to reach nearly 100%. Rates like that had been kept even after the wind of political change, at least at the first decade. In 1998 enrollment in the primary grades was 93% of eligible students, and enrollment in the secondary grades was 81% of eligible students. The communist standards regarding respect, obedience and high moral values, although highly criticized today and depicted as false, illusory or lacking true spiritual ground, caused teachers to have a lot of rights and secured stable and peaceful work environment. Students had the tendency to behave in and out of school and the occasional deviance behavior was fast and effectively dealt with. School uniforms were mandatory and daily checked. Any mismatch or misplaced part of the uniform that could cause inappropriateness in student's look was strongly criticized and even punished. For example, if a student forgot his/hers hat or came to school with

dirty shirt, or improperly dressed he or she was not allowed to enter the school facility and return home to change and come back in proper look. That may sound ridiculous and way out of normal order by today standards and views, but in a community where the communist idea for exemplary society is the main vision, that kind of control is normal. In fact, every citizen knew and followed the rules, sometimes gladly sometimes no, but that was the reality at that time.

The change in political system caused many struggles in social and education system. The new government intended to reform everything from the communist system, proclaimed it as old, corrupted, bad and unsuitable with the new capitalist vision and goals of the country. Bulgaria's birthrate became lower every year, which led to decreasing of total primary- and secondary-school enrollment in the post-communist era, causing reductions in teaching staff and facilities. Ministry of education and culture launched a pilot program to handle the problem with missing students. The system of delegated budgets was introduced experimentally in 1995, initially at 4 municipalities in the country. Later number of municipalities in which a delegated budget was implemented gradually increased and since 2008, the system became mandatory for all schools in the country (Gancheva 2017). That led to principles' unwillingness to expel students on behave of their behavior, especially if they are minor. For that there are mainly two reasons. On one hand the system of funding the school budgets depends on the number of enrolled students, on other hand is the state policy for total enrollment of students, especially those under 16 years old.

However, these same reforms have resulted in closing of many primary and secondary schools, the drop in teacher positions and the loss of jobs. The introduction of a delegated budget whose idea was to give schools autonomy as well as competition between them in order to increase the quality of the offered education caused results that were more negative than expected. Indeed, the first years, when birthrates have not turned into the serious problem that is today, have led to a delegated budget being a good one for schools. In the last years of communism and the first years of democracy, the destruction of school buildings was observed and desperately needed repair activities for which the schools did not have enough money. Since the introduction of the delegated budget, that has changed and principles have been able to afford to renovate the buildings and increase the payment of their staff. Unfortunately, the government did not realize that this measure was only temporary; in view point of the negative trend in birthrate. On the contrary, the government continues to believe that this type of funding for education is successful in the long-term and continues to refuse changes at that direction.

Many schools are forced to compromise with low success, poor discipline, arrogant behavior in class and fake sick days excuses just to keep their students at all costs. Some of the undisciplined students, knowing their financial significance for the budget of the school, abused their bad and arrogant behavior in class (Ivanova 2016). This leads to a certain type of behavior with a sense of impunity. One major problem arises – students can afford more free behavior. Teacher-student relationship is distorted. Many teachers are compromising their own dignity and self-esteem. Even at best, they cannot punish the student by moving to another school because the school will lose money and that's not good for the budget. For the same reason, despite the poor success of some students, they all pass class after class with no problem, even without having mastered basic knowledge.

The problems of school discipline or violence that were hardly attended in the era of communism, or who were not so well known, or suffocated in the embryo, are now in full force. The devolved budget system created the conditions for the teacher's total impotence to introduce any discipline at school. Although written on paper, the rules of conduct are totally inapplicable in practice, leading to major difficulties in the performance of the teacher's duties. He is too busy to be a drop, a security guard and even an administrator, but not an educator. Cases of gambling, drug use and violence becomes the teacher's daily routine, and the rights and tools to deal with them are extremely limited. Instances of threats and assault by a student towards a teacher or a parent against a teacher also increase. In recent years it became common for the students to show



up at school drunk or high after parting all night. Many of the more aggressive students coming in school with knuckles, knives or other weapons. Teachers are doing all they can to prevent accidents, but their right or abilities to overcome or overpower the aggression are limited. The delegated budget system and the students' "freer behavior" caused the working environment for teachers to become tenser and very tiring.

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## Truth and Domination of the Visual Image

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### *Abstract*

This text aims to trace the social meaning of the visual image. On the one hand, how true is the photographic image in particular, and how much we can trust that it is an absolute replica of reality. On the other hand, it is considered the impact and his public use. Practically, every person, holding a phone, owns a weapon. The weapon is the visual image that has the power to ideologize and mythologize. Theoretical pillars are the ideas of Roland Bart – for the ideological significance of photography and cinema, of Suzan Sontag – for the reality of the image and its emotional significance, and of Jean Baudrillard – for the concept simulacrum.

*Keywords:* visual image, social significance, ideology.

### 1. Introduction

In the recommended era of hyper-consumption and fiercely shortened times, the end of postmodernity is wonderful. It is talked about "hypermodern" times. The 21<sup>st</sup> century is a time of commercialization of lifestyles. Spiritual spaces have been replaced by the rhythms of technology and telecommunications. It is built a virtual reality. "Technology has revolutionized culture. Reproducibility, animation, seriality, constitutive of photography, also delete the discourse on the genius of the creator. Art has already been reduced to a medium – not a mediator between here and there, but a medium. Now culture is everywhere among us. Now the culture is no longer in the presentations, but in the objects, brands and technologies of the information society" (Lash, 2004: 181). Completely flattened and restricted, the world is already reduced to a screen. Freed from moral chains, the "technical" person "clicks" on one or the other "drop-down menu" to satisfy his hunger for consumption. Instead of upholding ideals and moral causes, images of virtual space take over him. Hypermodern thinking completely desacralizes the image. It is no longer a sign of something unattainable, it is not a symbol, it does not represent a mythical or beyond world. The visual image confirms the phenomenology of the "here" as indisputably real. Only what is seen is absolutely true. The rapid development of imaging techniques – photographic imaging, cinema and video imaging, holographic imaging, digital imaging, laser design – saturates the image space. The hypermodern individual is in a circle of rapidly changing, constantly circulating images. Everything is already previewed. The "instrumental mind" communicates through images. Iconic signs shift the word. The hypermodern man is armed with "remote" and "mouse"; he perceives foreign signs as his own, appropriates foreign images, combines them and completes them to build his world. Marshall McLuhan defines the modern age, in his book *Laws*

*of Media*, as the “Age of Image”. Do you visualize yourself integrating into the mind and having a hypermodern person believe that something is seen, is it something like that?

## 2. The truth and domination of the photographic image: Susan Sontag

When I talk about the visual image in this article, I will primarily look at photography. Its transformation is interesting. At first, it seems like an elitist art which is not for everyone, then it gradually enters into public life – mandatory family portraits, fashion, cinema and the most objective form of journalism. With the development of technology and the incorporation of a camera into a phone, anyone can virtually shoot. Anyone can create images or capture foreign. Citizens, journalists and terrorists all have the same weapons. Even social media users have power over the image, sharing it with a certain emotional and ideological connotation. With applications and filters for the built-in camera, anyone can create an image that is far from reality.

Here comes a basic question: Is the photographic image an absolute replica of reality?

Since Plato, philosophers have been trying to free us from the dependence on images through ideas for the realization of reality without images. The opposite happens – images have the power to determine our requirements for reality, and they themselves become substitutes for immediate experiences. Unlike a picture that no one considers reality, the photo is part of the object and a means of controlling it.

### 2.1 *Photography controls in many forms*

It creates a consumer attitude. For example, events that are not even part of our life experiences. I wasn't there, but I saw the photos and I know what it was. “Photography becomes one of the main ways to experience something, to demonstrate participation” (Sontag, 2013: 16).

Photographic images have the ability to impart knowledge regardless of the experience of the individual. I.e. photos are appreciated for offering information, making invaluable, “realistic” inventory through which the world is cataloged. Once a photo is taken, it becomes part of an entire information system – the family photo album, astronomy, meteorology, medical diagnostics, microbiology, police and military intelligence. We know things we haven't really seen. “Reality itself is being redefined – as an object of display, a document of careful research, a purpose for observation” (Sontag, 2013: 191). The photo is a testimony and a proof that something has happened or exists. The modern country exercises control – every citizen is shot and can be justified or blamed. A photo may distort it, but the assumption always remains that something at least similar to what it shows us exists or has existed. Each photo has a more natural and therefore streamlined connection to the visible reality than all other imitations. If the primitive understanding of the image is that it has the properties of reality, then now reality looks like an image. When people go through a strong occurrence, they say it was “like a film” so as we know how real it was. Image and reality complement each other. As the idea of reality changes, so does the image, and inverse.

Photographic image has the power to change reality by turning it into an object. In the past, unwanted reality has been longing for another world. “In modern society, dissatisfaction with reality is the most powerful and compelling thing in the longing to reproduce this world. It is as if looking at reality as an object, fixing it through the camera, it is really real, i.e. surreal” (Sontag, 2013: 104). Moreover, photography seems to always stand between truth and beauty. What drives people to take or contemplate photos is that they find something beautiful. It is not enough to simply see reality, it must have something worth looking at. Thus, the photographer not only recreates reality, but adorns it. To the point that photos, rather than the world itself, became the standard of beauty. For example, it is not enough to shoot a naked body, it must have a graceful

form. The seascape at sunset looks far more impressive. In accordance with our aesthetic taste, we set requirements to reality and what we see must meet those requirements. The modern human is considered attractive when he looks good on a photo. People need their idealized image and feel reprimanded when the camera does not respond with the same. In the mid-19<sup>th</sup> century, a German photographer invented the first technical way to retouch the negative. At the World Exhibition in Paris in 1855, he presented two variations of the same portrait – the one has been retouched, and the other was not. The crowds have been amazed. “The news that the camera cannot completely show the truth makes shooting much more popular” (Sontag, 2013: 109). With the advent of digital technology, Photoshop and numerous smartphone applications, this “not completely showing the truth” becomes an outright lie. The false image invasion captures the modern man, making him a consumer of imitations. A typical example of this is the most powerful incubator of visual images – social networks on the Internet. In them, users scroll through hundreds of pictures a day, voyeur over foreign images – “plastic beauties”, appetizing dishes, exotic trips, cheerful companies. This surreal world seems perfect, as if it excludes pain, sadness, guilt, after all, no one posts a crying picture. The image has forged reality.

### *2.2 Emotional influence of the visual image*

The photographic image is the most memorable and influential media that creates the feeling of a momentary window to a part from reality. “The memory is like an ‘instant shot’, and the main unit it uses is the individual image. In this age of information satiety, photography offers a quick way to learn something - plus a compact form to remember it. Photography is like a quote, maxim or proverb” (Sontag, 2015: 26). But if the visual image has an exceptional direct emotional power because it is perceived most quickly and easily, it too often remains decontextualized, elementary in its understanding of the world, and powerless to tell a story outside its own frame. Although we think of documentary photography as an extremely objective genre, as a machine that impartially reflects reality, it is in fact an example of an extremely limited and subjective view. And that is why it must be treated with extreme care and even distrust. Photography is the most convenient tool for propaganda by creating emotional excitement without a comprehensive understanding of the context. This is where the problem of reporting violence and acute social crises through photos comes from – our information – saturated environment is intensifying, a trend that Sontag points out.

On the one hand, the image influences as the right reality, pleasing and comfortable using what society is looking for. On the other hand, the media must convey a cruel reality that cannot be embellished – disasters, wars, violence, catastrophes. Then the image must be shocking and captivating people’s attention. The shock of the dramatic image is a major impetus for consumer demand. “Today’s wars are also spectacles and sounds from the living room. Information about what’s happening elsewhere, which we call ‘news’, includes conflict and violence. “If it is bleeding, then it is leading!” – reads the tried and tested rule of tabloids (Sontag, 2015: 23). The knowledge of people who have not been confronted with war, terror and death is based on the photographs they have access to, through which they can somehow experience the horror of others, this legitimate voyeurism, the insolent glimpse of the suffering of the other. An unhealthy, somewhat interest in other people’s pain is rooted in us, but photography can be manipulated because the photographer decides how and when to shoot the frame, whether to fake it a little to enhance the desired effect or inverse. Regarding the heart-wrenching pictures showing the physical pain of others, Susan Sontag writes: “What is the point of exposing yourself? To provoke outrage? Make us feel bad; oppressed and sad? Give us joyous thoughts about human nature? And is it worth watching them at all, since their documentary has been done a long time ago and has lost its limitation? Are we getting better at seeing them? And do they really tell us anything? Or are they simply confirming what we know (or will we know)?” (Sontag, 2015: 100). The famous intellectual asks the important question of how we are affected by the suffering of

others and are we used to cruelty. If the purpose of the shocking footage is to make us suffer with the victims and to empathize with their pain, has it been achieved? Provided that the mass culture filled with spectacles, has a high threshold of tolerance for violence. It is featured in movies, comics and computer games. What happens: If an event is depicted, it becomes even more real, shown repeatedly, however, it begins to move away, to become unrealistic. Sontag shares the story of a Sarajevo resident: “In October 1991, I was living peacefully and quietly in my Sarajevo apartment when Serbs invaded Croatia. I remember on TV they were showing the destruction of Vukovar (only two hundred kilometers away from me), and I said, ‘Oh, how awful!’ and I switched channels. So why be angry if someone in France, Italy or Germany sees the killings that are a daily occurrence on TV and says, ‘Oh, how awful!’ and then looks for another program? This is normal. Human ...” (Sontag, 2015: 108). The foreign pain is not mine, it is foreign and devoid of reality, I can even not look at it. The flow of images creates indifference and seems to dampen empathy. The possibilities of photography, as well as of cinema and television, have depleted our understanding of reality. Plato’s attitude to the images is neglectful, to him they are shadows — transient, “powerless seductions of the real things that create them” (Sontag, 2013: 220). On the contrary, in modern societies they have power, traces of what gave birth to them. Images are a powerful tool for turning reality into a shadow. In “Regarding the pain of others”, Sontag writes that photography objects, transforms every event and individual into something that can be possessed, so it is somewhat alchemy, however much we want to accept it as the most reliable reflection of reality.

### 3. The visual image- myth and ideology: Roland Barthes

In *The Imagination of the Sign*, the famous French philosopher analyzes the mechanism for creating the ideological and cultural meanings of photography and cinema. Roland Barthes turns to an analysis of the “mythology” of modern, consumer society. Bart analyzes the daily myths created by the media. Mythology is viewed from a semiological point of view – as a sign system that resembles a structured natural language. Barthes identifies two levels of message: the main meaning (denotation) and mythical or ideological (connotation) “mythologies” (Barthes, 1991: 142). The connotation is the expression of a certain attitude to reality in photography. Such ideological, value is the product of a particular society. Therefore, reading a photo is always historical and depends entirely on society. Myths are connotative entities whose distinctive feature is that they erase their essence into constructs and go for something completely natural. The meaning is conveyed in messages that are dominantly visual. What lies beneath the ghost, what is the true meaning hidden in the innocent form of an image or linguistic cliché? Barthes's myth is an instrument of ideology; it serves as a conviction, myth is a sign. Myth has a historical boundary; it is a form of communication. And since the universe is infinite and thus infinitely suggestive (connected with suggestion and using one), everything can be a myth. According to Barthes, everything can serve as a bearer of a mythic word – not only written discourse, but also photography, cinema, reports, sports, advertising, etc.

“The function of myth is to eliminate reality. Things in it literally become bloodless, flowing constantly, without a trace of disappearing reality, feeling like an absence” (Barthes, 1991: 45).

In “Photographic Communication”, Barthes explores the mechanisms for encoding the ideological content of photography: “The paradox of photography is the coexistence of two messages: on the one hand, it is an analogue of reality; on the other hand, this reality is being processed, that is, it has a kind of “rhetoric of photography” (Barthes, 1991: 505). There is no need for a mediating element between the object and its image, that is, a single code. In this way, the special status of the photographic image stands out: it is a message without code, a dogma from which an important conclusion must be drawn immediately: the photographic message is a continuous message (Gaymer, 2011: 101). The photographic image creates the illusion of reality

and neutrality (“yes – it was”), but at the same time it carries an ideological plan – connotative or cultural. The visual impact mechanism was implemented by Roland Barthes, with the article “Rhetoric of Image” published in 1964 (*La rhétorique de l'image*). There, Barthes examines the mythological level in creatives or the level of ideology, analyzing in the first place advertising images: “First, let’s make the task easier (and significantly): we will only consider advertising images. Why? Because the significance of any advertising image is always and undoubtedly deliberate: labeled advertising a priori are the very essence of the properties of the advertised product and these labeled must be passed on to the user with all possible security” (Barthes, 1991: 527-528). According to Barthes, the advertising image always contains certain characters and they are made to be easy to read, that is as expressive as possible.

In the essay “Rhetoric of the Image”, when examining the advertisement of the Italian Panzani paste, Barthes emphasizes three messages:

- Language message – add text. Reading and decoding a language message requires no knowledge other than language knowledge;
- A symbolic message based on a specific code – a “symbolic” image of objects, a series of discrete symbols contained in the image. In order to read an emblematic message, it is necessary to analyze the ideas that they evoke; and
- An iconic message based on a lack of code – a “literal” image of objects that does not contain any characters. To read such a message, you only need the ability to perceive visual images.

Barthes emphasizes that every image is ambiguous, and culture develops methods to enhance meaning in photography, for example by using text. Managing the identification and interpretation of photographic messages is a way of ideologically controlling the image.

Analyzing the French advertising of powders and cosmetic creams, images and associations that awaken in consumers, the philosopher concludes that people's consciousness is still mythological. In the creative, the designation (“whitens whiter than white”) is complemented by a sense of connotation: buying consumer goods is natural and proper; they bring happiness and joy.

Myth penetrates the contemporary mass culture no less than the primitive. Yes, the visual image is the weapon through which ideologies can be propagated in society. But why can it be easier through images than through words? For Sontag, the photo has a very emotional effect, Barthes calls it punctum. “... sometimes a” detail “lures me. I feel that its availability changes my read; I am already looking at another picture, with a higher value for me. This detail is the punctum (that what pierces me)” (Barthes, 2001: 53). Photography “performs an unheard of mixing of reality (‘it was’) and truth (‘it is!’); it brings the image to that insane point where affect (love, compassion, sorrow, impulse, desire) is the guarantor of being. Then she really approaches madness, reaches the ‘mad truth’” (Barthes, 2001: 131). The society has begun to understand this madness, this new form of hallucination. There are two means to this end. One is to make it an art. “The other means of restraining Photography is its universal extension, its transformation into a herd, its banalization, so that no other image, in respect of which it stands out, affirms its specificity, its scandal, its madness. This is what happens in our society, where Photo smears other images with its tyranny... today, images are more alive than humans. Probably one of the hallmarks of our world is this rollover: we live according to some universal imagery” (Barthes, 2001: 134-135). It is characteristic of modern societies that they consume images, they do not believe fanatically, they are more liberal, but also more false. Barthes criticizes the universalization of the image, which seems to create an indifferent world from which only the individual or marginal screams can be heard here.

In the theory of photography from the seventies and eighties photography as a document was subjected to radical criticism and the “effect of the real” (Barthes, 2001) in the images was declared “ideological”. In this interpretation, the viewer is transformed into a passive observer, consuming the images as a voyeur, and photography as a document serves to represent cultural constructs as natural images.

#### 4. Simulacrum and hyperreality: Jean Baudrillard

The main concept that shaped Jean Baudrillard’s popularity is the concept of simulacrum. Simulacrum is not a reflection of reality; simulacrum is a reality, a reflection of nothing. According to Baudrillard, simulacrum is a world without opposition, a hyper-reality that has no reference to reality. It works through a claim to reality, but it is neither real nor unreal. It is a reflection in a mirror that requires neither a mirror nor a source object. The simulacrum masks the traditional notions of truth and false, distorting moral and aesthetic norms. We may wonder how simulacrums appear in our information reality, since they do not reflect anything true. Baudrillard proposes that simulacrum be regarded as the final stage in the evolution of reflections (images) of reality. What can be the phases of the image?

- Image – a reflection of existing reality.
- An image that masks and distorts reality.
- The image that covers up the absence of reality.
- An image that has no connection with any reality at all.

Baudrillard does not believe that critical theory is able to cope with consumer society. According to him, the society is ruled by the simulacrum, the so-called Baudrillard “fourth kind,” in which good, evil, beautiful, ugly, right and wrong are blurred. Simulacrum has no reference in reality – it relies on high technology, media and communications to tear consumer society out of reality. Simulacrums do not just represent facts and events – they produce events and facts.

Baudrillard traces the social dimensions of simulacrum. “He examines literary and cinema products, advertisements and shopping malls, television shows and power gestures, scientific theories and experiments to conclude that all modern life is reproduced on the basis of simulation models of cinema, television, advertising” (Popova, 2016: 118). “In this sense, America is nothing but a great Disneyland” (Baudrillard, 2015: 31).

Baudrillard sees the main model of simulacrum in the media. “Contemporary media transmit information in real time, but their ability is a reason for the temptation to create events.” (Popova, 2016: 121). If there is no event, the media creates it – catastrophes, illnesses, fake celebrities, silicone beauties. Then, in the process of consumption, already consumed, they are replaced by another media product. The subject of “reality” formats is present in French texts. As an example of hyperreality, he looks at one of the first formats of television reality television. An average American family has been watched by television cameras for seven months. Finally, the family divorces, but the question of the place of form in this family crisis is discussed. For Baudrillard, this is hyperreality. In this experiment, neither lies nor truth can be spoken. It could not be traced whether this happened because of the presence of cameras and what would have happened if they had not. There is no clear point of view – the viewer is a television hero and television is both being watched and watch. “There is no longer any subject, no focus point, no center and periphery” (Baudrillard, 2015: 54). Whereas for traditional philosophy, representation implies an identity of sign and reality, hyperreality dissolves the real into the sign, replacing the real with the signifying signs. Modern society has lost its criteria of reality. In her article “The Gulf War Didn’t Take Place”, published in 1991 in the *Liberation* and the *Guardian* during the Gulf



battles, Baudrillard warns that we are already so immersed in the virtual world that we also understand the most dramatic real-life events as visual media present us. Even disasters and wars seem to be episodes of reality television and are intended to be aired on television. For him, the trial of Ceausescu looks like television speculation, and the Gulf War was created by and for CNN. In fact, all modern culture resembles “realities” which maintains “a single passion: the passion for the image and the desire for the images” (Baudrillard, 1996: 126).

## 5. Conclusion

In modern society, photography is so widespread that it is hardly practiced as an art. It is simply a visual image transformed into a social ritual. The visual image is a means of reaching the other end of the world, of displaying conflicts, a means of proving, blackmailing, diagnosing. Our whole world is imbued with images. At first glance, harmless selfies with built-in beauty filters lead to deviations from moral and aesthetic norms. Not only is reality falsified, the modern man is falsifying himself. Not someone, but the image itself is a model of imitation, the copy without the original. Communication of images in hyperreality. The three authors discussed above seem to have tried to warn us of the danger of this image invasion. They question the reality of visual images. Yes, they are pieces of reality, but they are “read” in a particular society and age. If, by the 1990s, the verbal component had prevailed in the flow of information, the advent of technology opened up new possibilities for influencing the human psyche with the help of visual images. Such an effect is based on the emotional experience of a person who is trusted more than words. In other words, the more emotional the rational impact on a society can be, the easier it will be to manage.

The visual image that dominates our words and our mind is a means of power. On the one hand, Visual images distort reality or directly change it. On the other hand, a person believes in the image, with his eyes he sees that it was so. It is a trap, two aspects of the same presence, a reality but false. In this “hyperreality”, mixed patterns of thinking and behavior can easily be imposed, new ideologies may be invoked.

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## E-Conference Discussion

Jasminka Zloković & Zlatka Gregorović Belaić, *Faculty of Humanities and Social Sciences, Department of Education, Rijeka, CROATIA*

**Comment on 004 - 20 December 2019, 13:13 (GMT+01:00):** Dear All, we are open to questions, suggestions and your own personal experiences regarding our topic (Manipulating a child in the Family). We respectfully expect your comments.

Jasminka Zloković & Zlatka Gregorović Belaić, *Faculty of Humanities and Social Sciences, Department of Education, Rijeka, CROATIA*

**Comment on 015 - 20 December 2019, 13:17 (GMT+01:00): Enhancing the adoption of innovative teaching practices – The role of student performance evaluation.** Sometimes it seems that the ways in which student achievement is assessed are the only ones that have not experienced a 21st century modernization. We seem to forget that information is more accessible to everyone, including students, than ever, but the methods and forms of teaching are still the same as they were decades ago. Assessing student knowledge is equally outdated. It is as we are still trying to “catch the student in what he does not know” rather than give him the opportunity to show what he knows and can do.

Mirjana Radetić-Paić, *Juraj Dobrila University of Pula, Faculty of Educational Sciences, Pula, CROATIA*

**Comment on 016 - 21 December 2019, 19:33 (GMT+01:00): Personality of social worker.** The abstract, by the phenomenon it deals with, by its systematization, and by facts, attitudes and conclusions is very current. Firstly, the role of the social worker needs to be supported on several levels, especially related to their dignity (as well as the dignity of the teacher, for example, in a wide sense) which has been significantly impaired lately. It is true that social work is important in this millennium because it focuses on relations between subjects and their surroundings. But, the rhetorical question is, what is our surroundings like today?! This makes the job of a social worker more demanding and challenging today.

Jasminka Zloković & Zlatka Gregorović Belaić, *Faculty of Humanities and Social Sciences, Department of Education, Rijeka, CROATIA*

**Comment on 005 - 22 December 2019, 16:05 (GMT+01:00): Correlation between family resilience factors and the satisfaction with peer relationships.** You have an interesting work. The topic is close to our area of interest, can you tell us more about the results.

Mirjana Radetić-Paić, *Juraj Dobrila University of Pula, Faculty of Educational Sciences, Pula, CROATIA*

**Comment on 005 - 22 December 2019, 21:12 (GMT+01:00): Correlation between family resilience factors and the satisfaction with peer relationships.** Thank you for your question. The family resilience factors' arithmetic means, in general, were highest for items regarding family strength to cope with difficulties and getting help in need from relatives and friends (it was possible to give answers following the five-degree Likert type scale – 1=I completely disagree.... 5=I completely agree). The standard regression coefficient was the highest and statistically significant for both *We discuss problems until we find the solution* and *In our family there is a pleasant atmosphere*. Yes, there is connection with your study which also shows that unstable families are a very strong predictor of the child's asocial behavior. So, bad developmental outcomes of the young, but also good ones, have to be observed through a wider prism of outcomes and as a characteristic of the specific interaction between an individual and the environment, especially peers and family.

Zlatka Gregorović Belaić, *Faculty of Humanities and Social Sciences, Department of Education, Rijeka, CROATIA*

**Comment on 010 - 23 December 2019, 9:53 (GMT+01:00): Teachers' attitudes and beliefs on differentiated teaching in the Greek Kindergarten, Primary and High School: A comparative research.** We are very interested in the results of your research. Can you tell us more about the discrepancy between teacher theoretical knowledge and practical implementation?

Antonios Maniatis, *University of Patras, Department of Administrative Science and Technology, Patras, GREECE*

**Comment on 012 - 23 December 2019, 13:10 (GMT+01:00):**

**Highlight 1 - The profile of Zambian Constitutional History**

- Zambian Constitutional History has an important precedent in the colonial era.
- Constitutional History of the Republic of Zambia is very rich with original features worldwide.
- The constitutional normativity of this former protectorate remains actual.

**Highlight 2 - The Constitutions of the Republic of Zambia**

- The 1964 Constitution was granted by the UK.
- The 1964 Constitution omitted the 1964 Barotseland Agreement, terminated in 1969.
- The 1964 Constitution previewed presidential (non-parliamentary) Republic.
- The 1973 Constitution regulated an authoritarian, one-party Republic.
- The 1991 Constitution re-introduced the presidential, democratic Republic.
- The 1996 version of the 1991 Constitution was ambivalent, reproducing Presidentialism and introducing the Christian character of Zambian Nation.

The 2016 version of the 1991 Constitution is a modern text, implicating various enhancements.

Angela Roman, *Alexandru Ioan Cuza University of Iasi, Faculty of Economics and Business Administration, Iasi, ROMANIA*

**Comment on 011 - 23 December 2019, 17:42 (GMT+01:00):** Dear colleagues, thank you very much for the opportunity to participate with a paper at 4th International e-Conference on Studies in Humanities and Social Sciences. We are open to your comments and suggestions regarding our paper - Macroeconomic environment and exchange rate dynamics: The case of Romania.

Antonios Maniatis, *University of Patras, Department of Administrative Science and Technology, Patras, GREECE*

**Comment on 012 - 24 December 2019, 13:34 (GMT+01:00):** **Zambian constitutional history.**

**African Constitutionalism (from 1950s to date)**

- First Cycle (1950s, 1960s): “Post-independence Constitutionalism” (Republic inspired by the former colonial force, Presidentialism invented in Latin America).
- Second Cycle (1960s, 1970s): No Constitutionalism, with democratic exceptions, such as Botswana: either one-party Constitutions (the term “autochthonous Constitutionalism” is inaccurate) or military dictatorships, with constitutional text or not.
- Third Cycle (from 1991 to date): Neo-constitutionalism, endowed with the introduction of many novelties, such as Constitutional Court. The Republic of Zambia exemplifies all cycles and is marked by the illegal dissolution of Barotseland (Western Province), in 1969. Last but not least, is the UK’s former protectorate of Barotseland “ashes of History”?

Polyxeni Mitsi, *University of Ioannina, Department of Pre-School Education, Ioannina, GREECE*

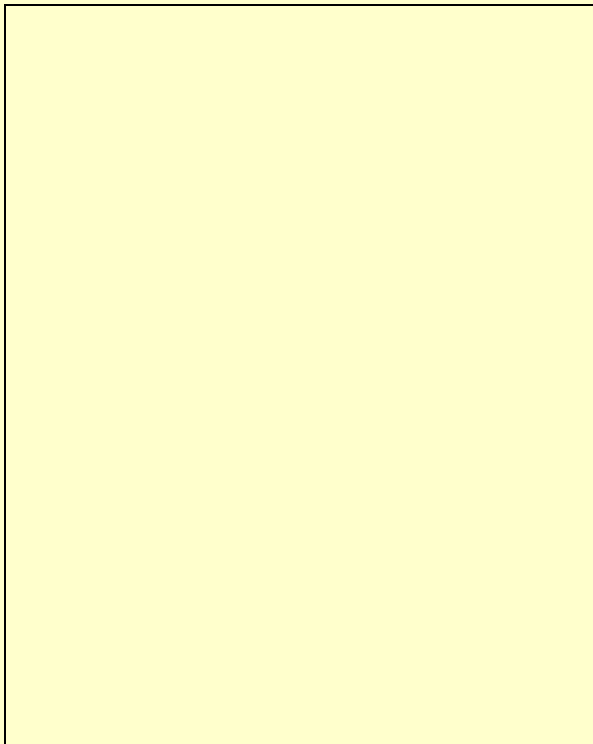
**Comment on 010 - 28 December 2019, 16:47 (GMT+01:00):** **Teachers’ attitudes and beliefs on differentiated teaching in the Greek Kindergarten, Primary and High School: A comparative research.** Dear organizers, congratulations on the excellent organization of the e-conference. Concerning our research, we hope that from the full article we showed detailed differences between Primary and Secondary Education teachers’ theoretical knowledge and practical implementation of differentiated teaching, however if there are any further questions or queries we are pleased to answer. Thank you once again!



### Upcoming e-Conference

We are looking forward to the **5<sup>th</sup> International e-Conference on Studies in Humanities and Social Sciences (5IeCSHSS)** that will be held on 28 June 2020, using the same online model. We hope that it will be an interesting and enjoying at least as the previous e-Conference.

<https://www.centerprode.com/conferences/5IeCSHSS.html>



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